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ABSTRACT

Prepared to support the self-study and strategic planning processes at Los Medanos College (LMC), in Pittsburgh, California, this fact book offers information about LMC's students, staff, programs, services, facilities, and expenditures. The first section focuses on the student population, including a trend analysis and longitudinal data on ethnicity, gender, enrollment status (i.e., returning, continuing or first-time), student class level, course load, day/evening enrollment, gender enrollment patterns, and grade distribution. For the most part, data are reported for the three-year intervals of 1974, 1977, 1980, 1983, and 1986. After presenting information on the ethnicity, gender, age, and years of services of LMC's staff, the report examines student usage of counseling, placement, and financial aid services at the college. Following a brief inventory of facilities and equipment, college finances are examined in terms of average daily attendance figures, and general fund, capital projects, and unrestricted general fund expenditures. Throughout the report, a series of graphs/charts alternate with pages of explanatory text. (AYC)

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Los Medanos College

FACT BOOK

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The instruction we find in books
is like fire. We fetch it from
our neighbors, kindle it at home,
communicate it to others,
and it becomes the property of all.

—Voltaire

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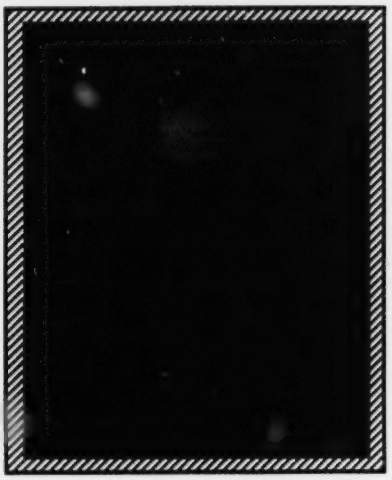
President's Message



Chester H. Case

In your hands is Los Medanos College's first **FACT BOOK.** Such a book has long been needed. It promises to serve a number of important purposes. While the need for a compact, comprehensive, accurate, and easy-to-read book of facts has long been acknowledged, actually taking on the task has required a concerted year-long effort by LMC's Research Team. You are now holding the results of their efforts.

Developing the **FACT BOOK** required a good deal of time and energy. Even at such a large cost, I believe the **FACT BOOK** to be well worth the investment of college resources. For one thing, the **FACT BOOK** is the necessary, intended companion to the 1986-87 Self-Study document and the Strategic Planning Process. It is intended to be a basic reference work, to be brought up to date and kept current each year by the Research Team. It will be an invaluable aid to planning and evaluation.

Also, this open, public display of essential information about the college cannot help but dispel misconceptions and misunderstandings. It will assist in promoting the broad institutional view of things and thus contribute substantially to the quality of college governance processes and products.

Shared information promotes mutual understanding and cohesion. The **FACT BOOK,** moreover, provides us with accurate information about continuities and changes, both internal and external to the college. This information provides us with the opportunity to rationally plan and adjust college goals and maintain our philosophical commitments.

I want to commend and thank the 1986-87 Research Team and its Coordinator of Institutional Research, Ross MacDonald. They have brought diligence and invention to the task of laying out the format and discerning the proper content of the **FACT BOOK.** The updating work of future Research Teams will be easier for this Team's work. You will notice as you read the Introduction, that the members of the Team come from a variety of fields of study and institutional roles. The Team's make-up is emblematic, in my opinion, of one of the greatest strengths of Los Medanos College, be it in curriculum, staffing, governance, organization or operations — that is, unity of purpose and cohesion within an enriching variety of perspectives.

Chester H. Case
President

Introduction

The Los Medanos College **FACT BOOK** provides an in-depth look at the college by presenting useful, accurate informa-tion about students, staff, programs, services, facilities, and budget. Taken as a whole, the information in this book presents a composite picture of the college. Each of its parts may provide some preliminary answers to a few of the many questions readers may have about LMC.

Purpose

The information in the **FACT BOOK** serves several purposes.

First, the process of assembling LMC's first **FACT BOOK** has given the Research Team, who authored it, valuable insights into existing data sources and ongoing data needs. Our upcoming Research Agenda would not exist without the **FACT BOOK** project.

Second, we hope that the **FACT BOOK** will serve as a useful reference for LMC staff and students and for interested people from other schools and from our service community.

Third, collecting this data into a permanent record is itself an important exercise. One function of research is to document events and phenomena and to preserve them in a useful form for future reference. We hope that you, as one of these readers, profit from the first edition of the Los Medanos College **FACT BOOK.**

Organization

The book is organized around four main topic areas: students, staff, services and institution. We attempted to present data from the fall semester of each of five years beginning with the college's first semester of operation on its own campus, 1974, and covering the fall semester of every third year thereafter, 1977, 1980, 1983, and 1986.

Thanks to an unusually well-organized Registrar, we were usually able to present data from the target years.

Focusing on every third year allowed us to uncover trends and provide context while still keeping the development of the book a manageable enterprise.

Except as noted, data throughout the book is based on information taken to as near the same point in the semester for each data element as we could. Thus, student demographic data, for example, has been taken from first census reports of each of the target years.

Caveats

There are limitations to the data, however. Three caveats have become clear to the LMC Research Team as we prepared this book.

- *Much of the data reported here varies according to the point in time in which the data was collected.* One example illustrates: First census data for Fall 1986 reported 6106 actively enrolled students.

However, at the end of the semester, grade reports were mailed to over 8000 students. In other words, approximately 2000 of our students did not show up on first census rosters because they take classes which are not included on that particular report. The exact nature of our student population and the data describing them changes from day to day, as students enroll for and/or complete short-term classes, drop other courses, and so forth.

• *Students' self-reports are of questionable reliability.* Although some of our information about students comes from the application forms which they fill out prior to enrolling, the data is not always accurate. Declaration of majors, educational plans, and previous college history are particularly suspect.

• *Most importantly, this data cannot capture the spirit of the college.* Personalities, individual differences in expression, interests, goals, and backgrounds are at best imperfectly squeezed into the two dimensions of this book. Our abiding commitment to providing excellent educational opportunities to meet the diverse goals and needs of a diverse student population in a changing community is difficult to convey.

These caveats underscore the need for readers to remember that this data, as any data which purports to quantify human beings, should be interpreted with prudence and care.

Research Team

The **FACT BOOK** has been assembled by the Research Team at LMC. We have scoured college, district, and state reports. We have discussed the meaning and limitations of the data, double-checked our sources, and seriously considered how best to present our findings. We hope you find the LMC **FACT BOOK** to be informative and accessible.

— The Research Team

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Data on Students

Highlights

Some important changes have occurred in the makeup of LMC's student population between the opening of the campus in 1974 and 1986.*

- Since 1974, student enrollment at first census has increased nearly 50%, from 3904 to 6106 students.
- Since 1977, female enrollment has increased from 2580 students to 3566. This number accounts for the entire increase in enrolled students over the time period.
- Between 1983 and 1986, the number of high school students concurrently enrolled at LMC has quadrupled.
- Black and Hispanic students comprise smaller proportions of LMC's student population than they do of the combined general population in LMC's feeder communities of Pittsburg/Antioch and East Contra Costa.
- Fewer Black students enrolled in 1986 than in either 1983 or 1980.
- The proportion of Asian students to the general student population has steadily increased from 1.4% in 1977 to 3.1% in 1986.

Important changes have also occurred in student enrollment patterns between 1974 and 1986.

- Approximately 2/3 of current LMC students are freshman, having completed less than 30 units.
- Between 1980 and 1986, the number of students above sophomore level has increased 2 1/2 times, from 460 to 1107.
- More than 2/3 of the students enroll in 6 or less units per semester.
- Females are most likely to enroll in a day only schedule; men are most likely to enroll in an evening only schedule. Both groups are least likely to enroll in a combined day/evening schedule.

Grade distribution data reflects changes in college and state grading policy.

- In 1974, no F's or W's were given as a policy decision.
- In 1975, W's were an option under new grading policy.
- In 1980, F's became an option in grading.
- In 1981, the state enacted standard grading policies.

* All data on this page reflects only those students enrolled in semester-length, regularly-scheduled courses.

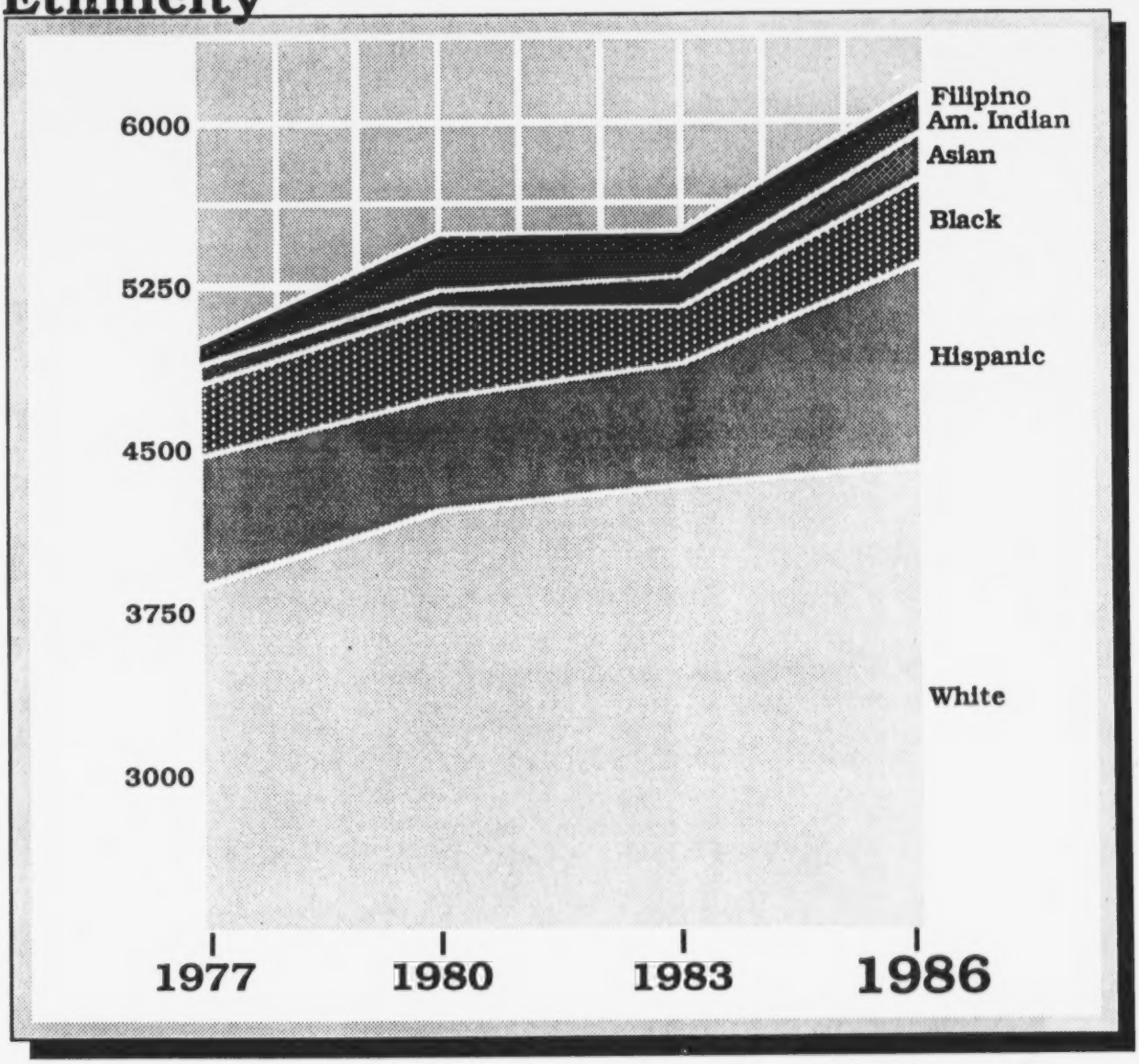
Ethnicity

This data reports the ethnicity of students enrolled as of first census in the fall semester of the target years and reflects information taken from students' application forms. In the nine years displayed in the graph our student population in semester length regularly scheduled courses has increased by approximately 22%.

In the Fall of 1986, approximately 75% of our students were white. Nonwhite populations in order of decreasing size were Hispanics (10.9%), Blacks (7.2%), Asians (3.1%), Filipinos (1.7%), and American Indians (1.3%). Between 1977 and 1986, the proportion of Asian and Filipino students has increased. The 69 Asian students in 1977 represented 1.4% of the total population while the 194 in 1986 comprised 3.1%. While the numbers of Asians are small, they represent an 80% increase between 1977 and 1986. Filipino students numbered 45 in 1977 which made up 1.0% of the total population, and 103 students in 1986 comprising 1.7% of the population. The proportion of Hispanic students has increased very little, from 9.7% in 1977 to 10.9% in 1986.

The number of Black students reached a peak in 1983 at 589 representing 10.8% of the student population and declined significantly in 1986 to 441, which is 7.2% of the population. There are only 57 more Black students enrolled at First Census of Fall 1986 than at the same time slot in 1977. This means that over nine years, Black student enrollment has increased by 6.7%, while for the same time period the total student population has increased 21.7%.

Ethnicity



Year	White	Hispanic	Am.Indian	Asian	Black	Filipino	Totals
1986	75.9%	10.9%	1.3%	3.1%	7.2%	1.7%	100%
	4679	672	78	194	441	103	6167
1983	72.6%	11.0%	1.2%	2.6%	10.8%	1.7%	100%
	3965	603	68	143	589	95	5463
1980	76.5%	10.5%	1.4%	2.0%	8.6%	1.1%	100%
	4135	573	74	106	463	57	5408
1977	79.1%	9.4%	1.4%	1.4%	7.6%	1.0%	100%
	4007	489	73	69	384	45	5067
1974	— Not Available —						

Source: CR 21

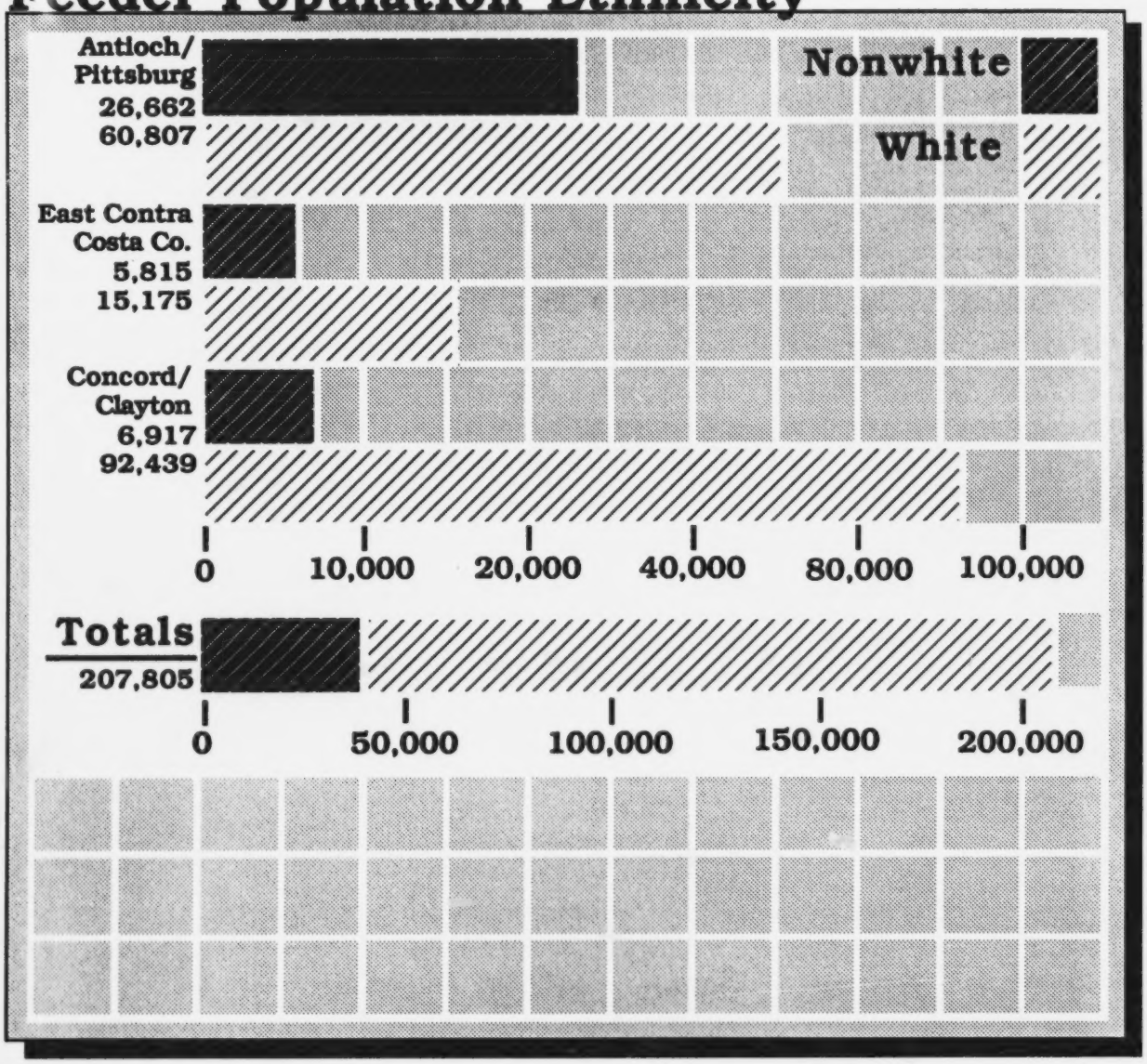
Feeder Ethnicity

The ethnic makeup of LMC's feeder population is provided for contextual reference. Antioch/Pittsburg and East Contra Costa are subtotalled separately from Concord/Clayton because residents of the latter area often attend nearby Diablo Valley College.

If we consider only Antioch/Pittsburg and East Contra Costa County feeder areas, Hispanics are particularly under-represented in LMC's student population. Hispanics constitute 17.4% of the population in these areas and only 10.9% of LMC's population in the Fall of 1986. Blacks are also under-represented, although much less dramatically.

Blacks comprise 7.8% of the population in these two feeder areas, while comprising 7.2% of LMC's student population. Whites, Asians and Pacific Islanders, and Filipinos are over-represented at LMC compared to their proportion of the population in Antioch/Pittsburg and East Contra Costa County.

Feeder Population Ethnicity



Area	White	Hispanic	Am.Indian	Asian	Black	Filipino	Other	Totals
Antioch/Pittsburg	69.5%	15.7%	0.8%	1.5%	9.6%	2.1%	0.8%	42.1%
	60,807	13,773	706	1271	8355	1842	715	87,469
East Contra Costa County	72.3%	24.3%	0.9%	1.3%	0.3%	0.3%	0.5%	10.1%
	15,175	5103	182	276	61	73	110	20,980
Subtotal	70.1%	17.4%	0.8%	1.4%	7.8%	1.8%	0.8%	52.2%
	75,982	18,876	888	1547	8416	1915	825	108,449
Concord/Clayton	93.0%	0.2%	0.5%	3.1%	1.7%	1.4%	0.04%	47.8%
	192,439	205	490	3105	1712	1375	30	99,356
Total	81.1%	9.2%	0.7%	2.2%	4.9%	1.6%	0.4%	100%
	168,421	19,081	1378	4652	10,128	3290	855	207,805

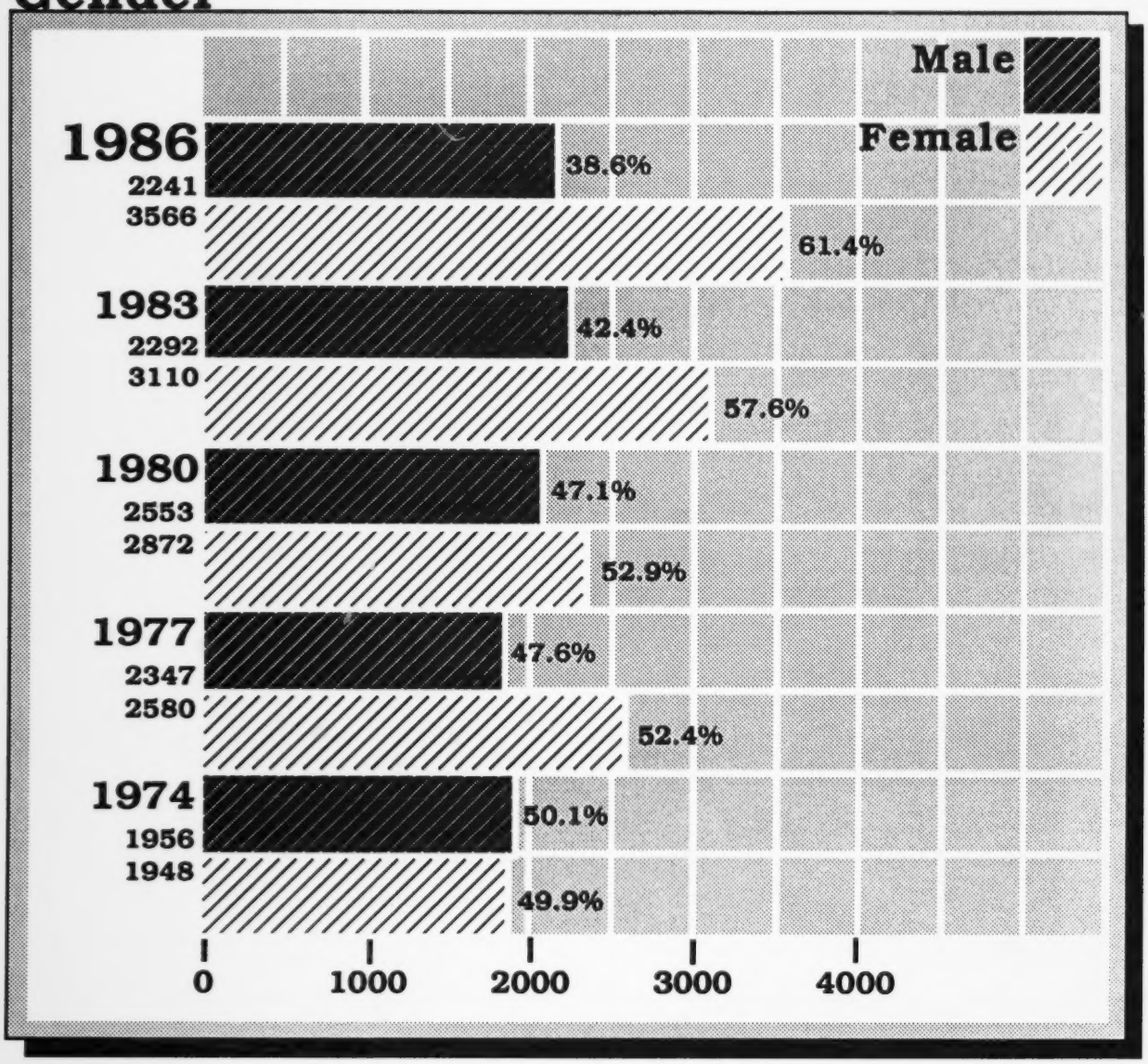
Source: 1980 Census Data

Gender

The number of women has steadily increased from just under 2,000 in 1974 to over 3,500 in 1986. Since 1977, our entire increase in numbers of students has been in the number of women students. The 1986 female student population represents 61.4% of our total student body enrolled in regular semester-length classes as of first census. This proportion is a dramatic departure from the 1974 figure of 49.9%.

Although the number of males attending LMC has increased by 300 between 1974 and 1986, the number of men attending has actually declined by 106 students between 1977 and 1986. In 1977, 2347 men were enrolled at LMC. In 1986, 2241 men enrolled. The proportion of men to women has steadily decreased from 50.1% in 1974 to 38.6% in 1986. The decline in male enrollment is in part approximated by a decline in veteran enrollment from a high of over 1100 male veterans in the fall of 1975 to under 100 male veterans in the fall of 1986.

Gender



Year	Male	Female	Totals
1986	38.6% 2241	61.4% 3566	5807
1983	42.4% 2292	57.6% 3110	5402
1980	47.1% 2553	52.9% 2872	5425
1977	47.6% 2347	52.4% 2580	4927
1974	50.1% 1956	49.9% 1948	3904

Source:SR 06

Enrollment Status

Between the fall of 1983 and the fall of 1986, LMC experienced a substantial drop in the number and proportion of continuing students.

In 1983, continuing students numbered 2543, or 46.6% of all students. In 1986, continuing students numbered 2132, a drop of over 400 students. The 1986 proportion of continuing students dropped almost 12 percentage points from the 1983 level to 34.9%.

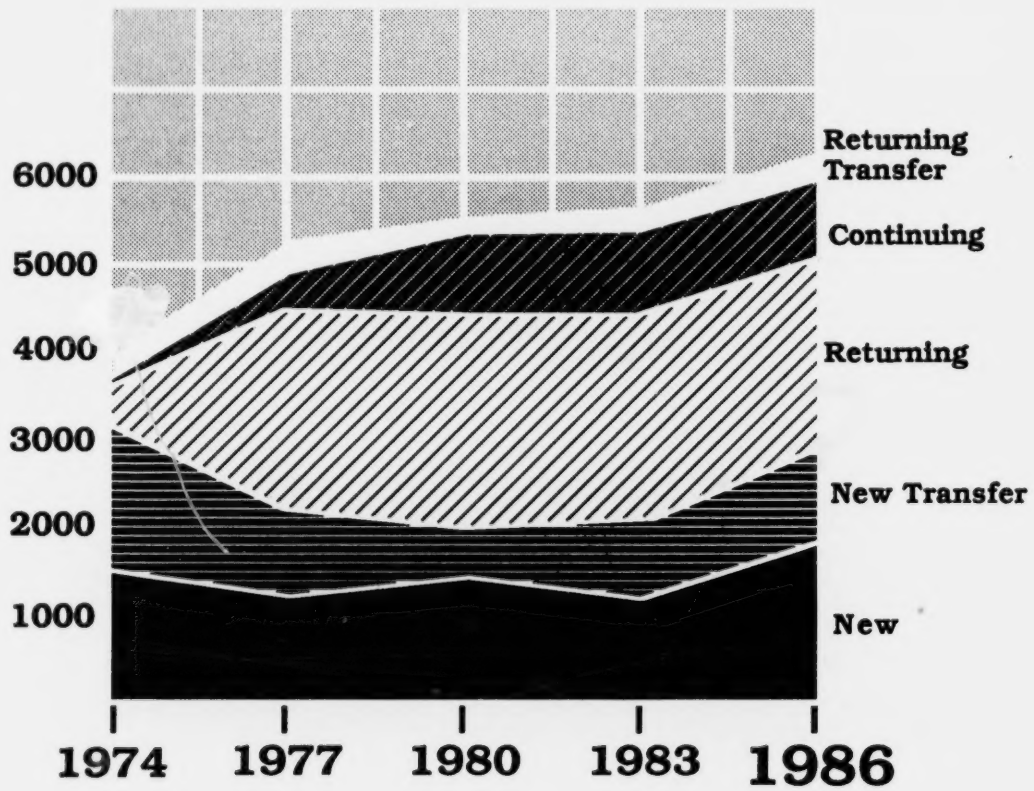
Over the same time period, the number and proportion of first-time students increased. In fall 1983, 1231 students reported first-time status on the college's application form compared to 1794 in fall 1986. This is an increase of over 500 students. The proportion of first-time students increased from 22.6% to 29.4%.

No clear patterns, except mild stability, seem to be present for the other categories of enrollment patterns.

It's important to note that students may not report their status accurately on the application form. A comparison of a small sample of student responses with school records revealed that as many as one-third of the students who reported themselves as first-time students were actually returning or continuing students.

Therefore, the data regarding student enrollment status is suspect. It has been included because it at least shows general trends and there are no apparent reasons why students in one target semester would be differentially accurate in their self-reports than students from another target semester.

Enrollment Status



Year	Returning Transfer	Returning	Continuing	1st Time Transfer	1st Time	Totals
1986	2.5%	14.6%	34.9%	18.6%	29.4%	
	152	894	2132	1134	1794	6106
1983	2.0%	13.6%	46.6%	15.1%	22.6%	
	121	740	2543	822	1231	5457
1980	1.8%	16.7%	44.4%	11.2%	25.8%	
	100	917	2439	614	1418	5488
1977	1.1%	8.6%	47.9%	17.7%	24.8%	
	55	442	2461	907	1275	5140
1974	1.6%	1.5%	15.8%	42.3%	38.9%	
	62	59	618	1651	1514	3904

Sources: CR 89, CR 08 (aka CCAF 131)

Student Class Level

Between fall 1983 and 1986, there have been significant changes in student class levels.

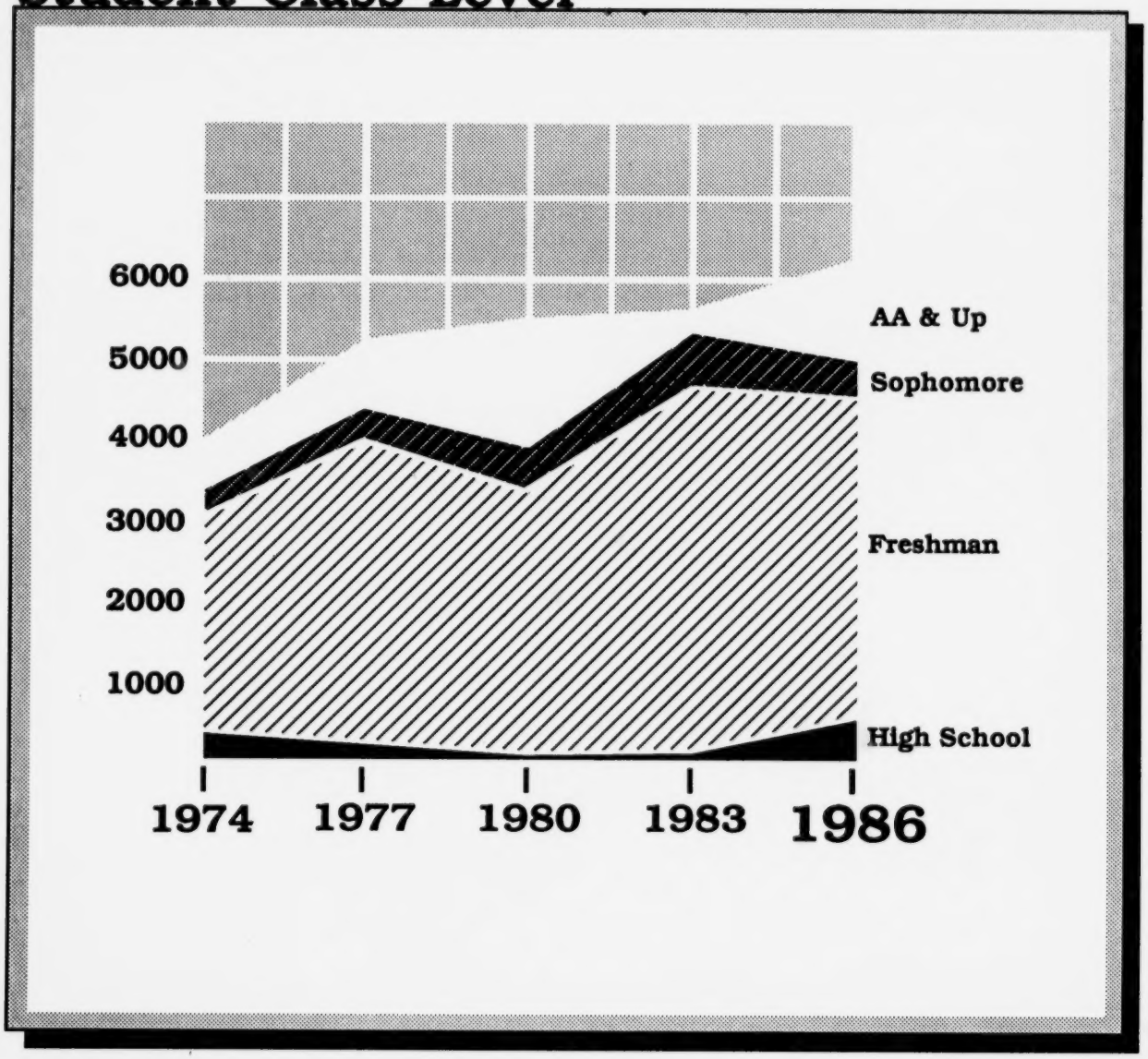
In the three year period between 1983 and 1986, the number of concurrently enrolled high school students more than tripled. In the fall of 1983, 2.8% or 152 of the more than 5400 LMC students were concurrently enrolled in local high schools. By fall 1986, concurrently enrolled high school students numbered 613 students or 10.3%.

Between the fall semesters of 1983 and 1986, the number and relative percentage of sophomores decreased from 669 students (12.3%) to 478 students (7.8%). At the same time, while the number of Freshman increased by 50 students between 1983 and 1986, the relative proportion of freshman declined from 70.7% to 64.0%.

Between 1980 and 1986, the number of students above sophomore status nearly tripled from 460 to 1107. The relative percentages were 10.5% and 18.1% respectively.

Only two significant changes can be seen up to 1980. First, as might be predicted, increases in the number and percent of sophomores occurred between the school's inception in the fall of 1974 and fall 1977. Second, the number and percent of students beyond sophomore status decreased between fall 1974 and fall 1980 from 559 (14.3 %) to 460 (10.5%).

Student Class Level



Year	High School	Freshman	Sophomore	Other	AA	BA+	Totals
1986	10.0% 613	64.0% 3908	7.8% 478	2.9% 178	5.9% 362	93% 567	6106
1983	2.8% 152	70.7% 3856	12.3% 669	———	14.3% 78	———	5457
1980	2.4% 106	74.8% 3272	12.2% 535	———	10.5% 460	———	4373
1977	4.0% 204	69.7% 3581	13.2% 681	———	13.1% 674	———	5140
1974	5.3% 205	74.7% 2913	5.8% 227	———	14.3% 559	———	3904

Source: SR 06

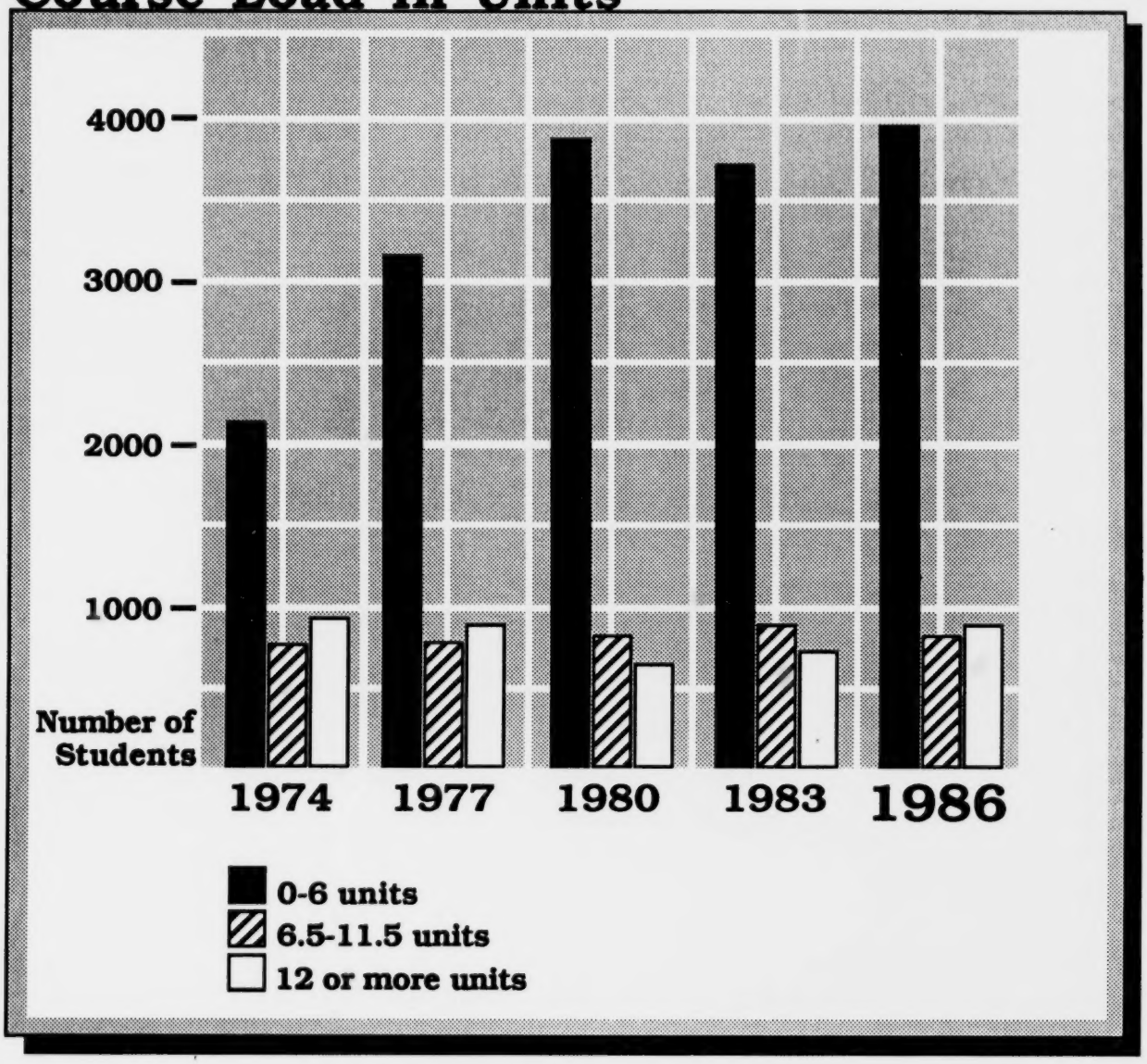
Unit Loads

The number and relative percent of students enrolled in 6 or less units increased from 2135 students (54.7%) in 1974 to 3878 students (71.5%) in 1980. Since 1980 the relative percent has remained about the same. In 1983, 68.5% (3701 students) enrolled in 6 or less units, and in 1986 the number was 68.3% (3969 students). It is only in this category that the actual number of students has increased significantly from the 1974 level. Between 1974 and 1986, the number of students enrolled in 0.5 to 6 units has almost doubled (2135 to 3969). Our enrollment increases have occurred almost exclusively within this group.

The relative proportion and actual number of students enrolled in 12 or more units decreased between fall 1974 and fall 1980 from 974 students (24.9%) to 667 (12.3%). Thereafter, it increased again to 955 students (16.4% of the total) in 1986. The 1986 number is still slightly below that of 1974.

The number of students enrolled in more than 6 and less than 12 units has fluctuated slightly in the twelve years between fall 1974 and 1986. The peak number of students occurred in 1983 (975) and the peak relative percent occurred in 1974 (20.3%).

Course Load in Units



Year	0-6 units	6.5-11.5 units	12+ units	Totals
1986	68.3% 3969	15.2% 883	16.4% 995	5807
1983	68.5% 3701	18.0% 975	13.4% 726	5402
1980	71.5% 3878	16.2% 880	12.3% 667	5425
1977	64.1% 3157	17.0% 838	18.9% 932	4927
1974	54.7% 2135	20.3% 794	24.9% 974	3904

Source: SR 06

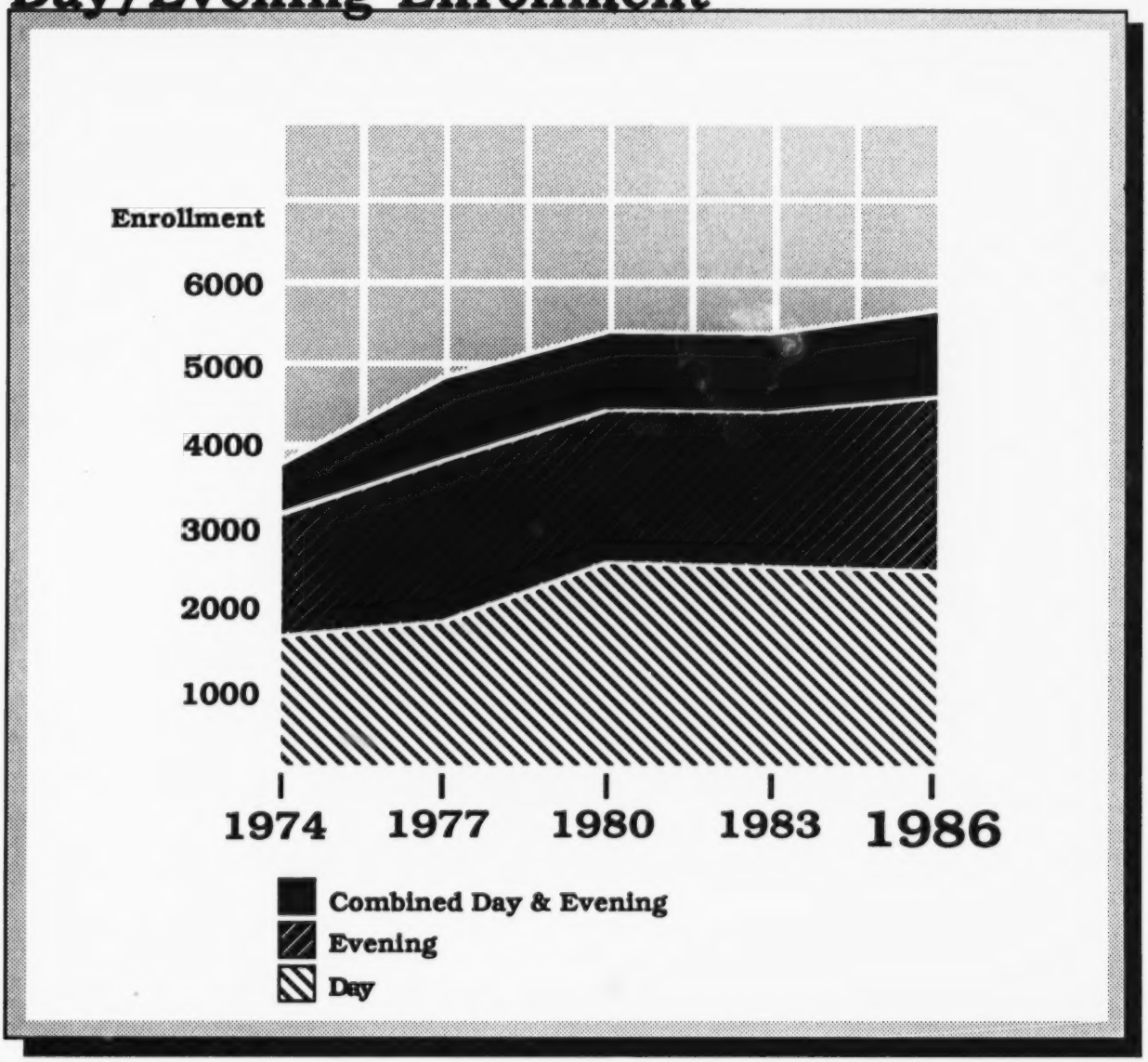
Day/Evening Enrollment

Proportions of day, evening, and combined day/evening students have not changed substantially since the school's inception. The greatest proportional change over the studied intervals between 1974 and 1986 has been a decrease in the relative percent of day students. In fall 1980, 47.7% of all LMC students were enrolled exclusively in the day program. In fall 1986, 42.8% of the students were day-only enrolled.

The 1986 decrease in relative percent of day students is of course aligned with an increase in the relative percent of evening and day/evening combined students. In 1980, 34.4% of all students were enrolled in the evening program, compared with a 1986 figure of 37.2%.

The relative percent of combination students also increased over the same period from 17.9% to 20.0%. These increases in relative percents have occurred because of increases in the numbers of students taking either evening courses exclusively or a combination of day and evening courses. From 1983 to 1986, the number of combination students increased 21.5% (from 955 to 1160 students). The number of evening students increased 11.2% from 1944 to 2161 students. In the same time frame, the numbers of day-only students decreased by 17 students from 2503 students in 1983 to 2486 in 1986.

Day/Evening Enrollment



Year	Day	Evening	Combined	Totals
1986	42.8%	37.2%	20.0%	
	2468	2161	1160	5807
1983	46.3%	36.0%	17.7%	
	2503	1944	955	5402
1980	47.7%	34.4%	17.9%	
	2584	1866	972	5425
1977	40.5%	39.4%	20.1%	
	1994	1940	993	4927
1974	45.5%	36.9%	17.6%	
	1778	1439	687	3904

Source: SR 06

Gender Enrollment Patterns

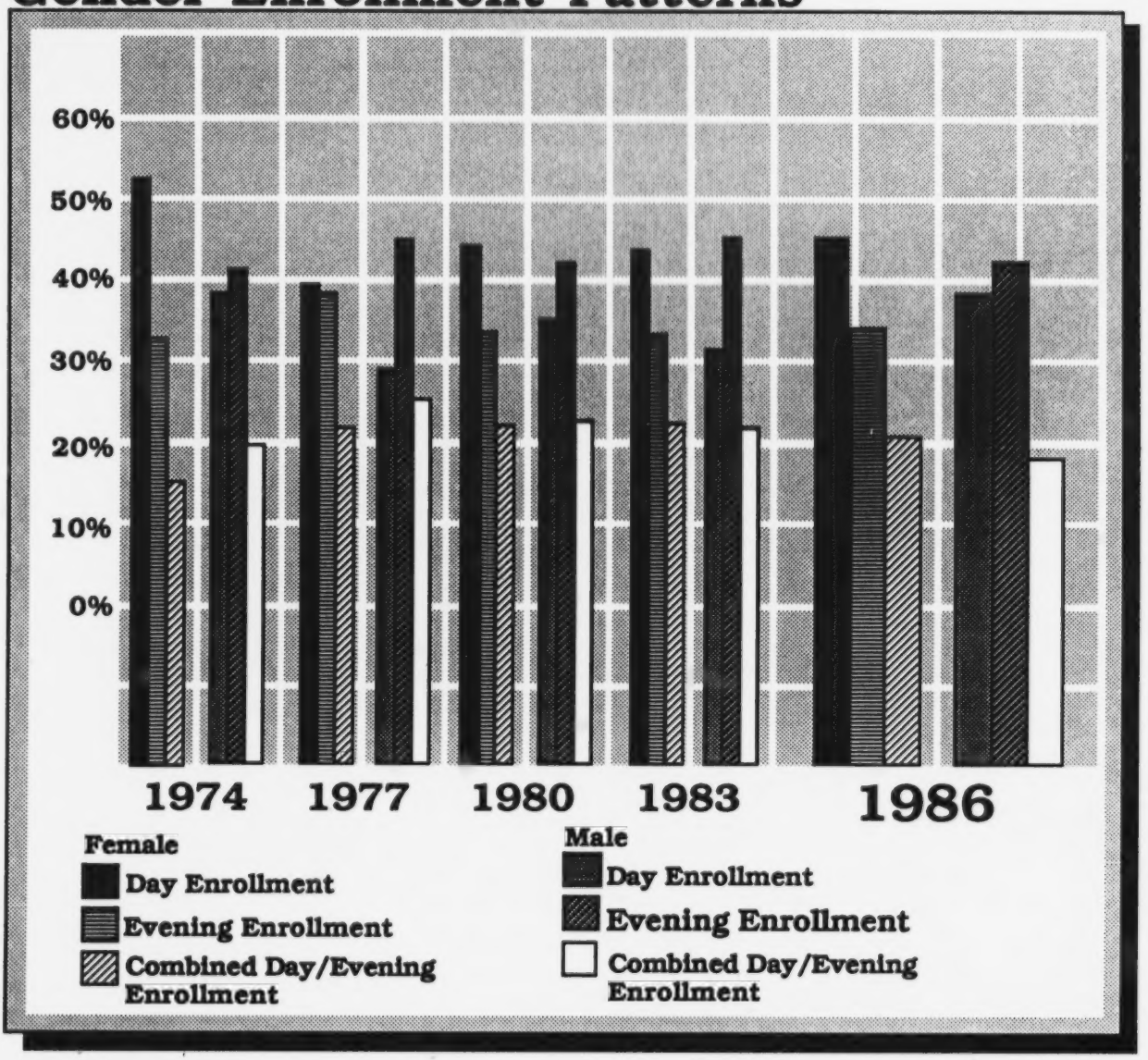
There are differences between male and female enrollment patterns in regard to day-only, evening-only, or combined day/evening enrollment patterns.

Males have been most likely to enroll in the evening-only program and least likely to combine day and evening enrollment. Over the five target years, male evening enrollment has ranged from a high of 46.2% of all enrolled males in fall 1983 to 40.7% of all enrolled males in fall 1977. Of all enrolled males in each of the targeted semesters, those enrolled in a combined day/evening program have not exceeded 26.2% (fall 1977) and have comprised as litttle as 18.5% (fall 1986). The percentages of all males enrolled in day only courses have ranged from a low of 29.6% in the fall of 1977to 39.4% in the fall of 1986.

Like males, females have been least likely to combine courses in the day and evening, but unlike males, females are more likely to enroll in day-only courses of study. Female da- only enrollment has ranged from a low of 39.8% of all enrolled females in 1977 to a high of 51.8% in 1977. From 1980 through 1986, the percentage of female day enrollees has varied much less, hovering between 43.6% and 45.0% of all enrolled females in those years. Evening-only and combined enrollment patterns have also been stable since 1980, varying between 33.0% and 34.1% in the evening and 20.9% to 23.4% in combined day/evening.

Thus, the trend has been that the heaviest proportion of males enroll in the evening program, next heaviest in the day program and least in combined. Female enrollment is heaviest in the day, next heaviest in the evening, and lightest in combined day/evening.

Gender Enrollment Patterns



Year	Male Day	Male Evening	Male Combined	Female Day	Female Evening	Female Combined
1986	39.4% 883	42.1% 943	18.5% 415	45% 1608	34.1% 1216	20.9.% 745
1983	31.3% 717	46.2% 1059	22.5% 516	43.6% 1356	33% 1026	23.4% 728
1980	35.9% 917	41.6% 1062	22.5% 574	43.9% 1261	33.3% 956	22.8% 655
1977	29.6% 695	44.2% 1037	26.2% 615	39.8% 1027	38.2% 986	21.9% 565
1974	39.3% 769	40.7% 796	20% 391	51.8% 1009	33% 643	15.2% 296

Source: SR 06

Grade Distribution

Grade distribution data reflects a history of changes in grade policy at LMC.

- 1974 – No F's or W's included in grade policy.
- 1975 – W's first included in grade policy.
- 1980 – F's first included in grade policy as a result of passage of a faculty position paper.*
- 1981 – Uniform statewide grading policy adopted, including options for credit/no credit.

Data presented in the table on the opposite page presents the grade distribution at LMC for the Fall semesters of the target years and reflects changes in the grading policy.

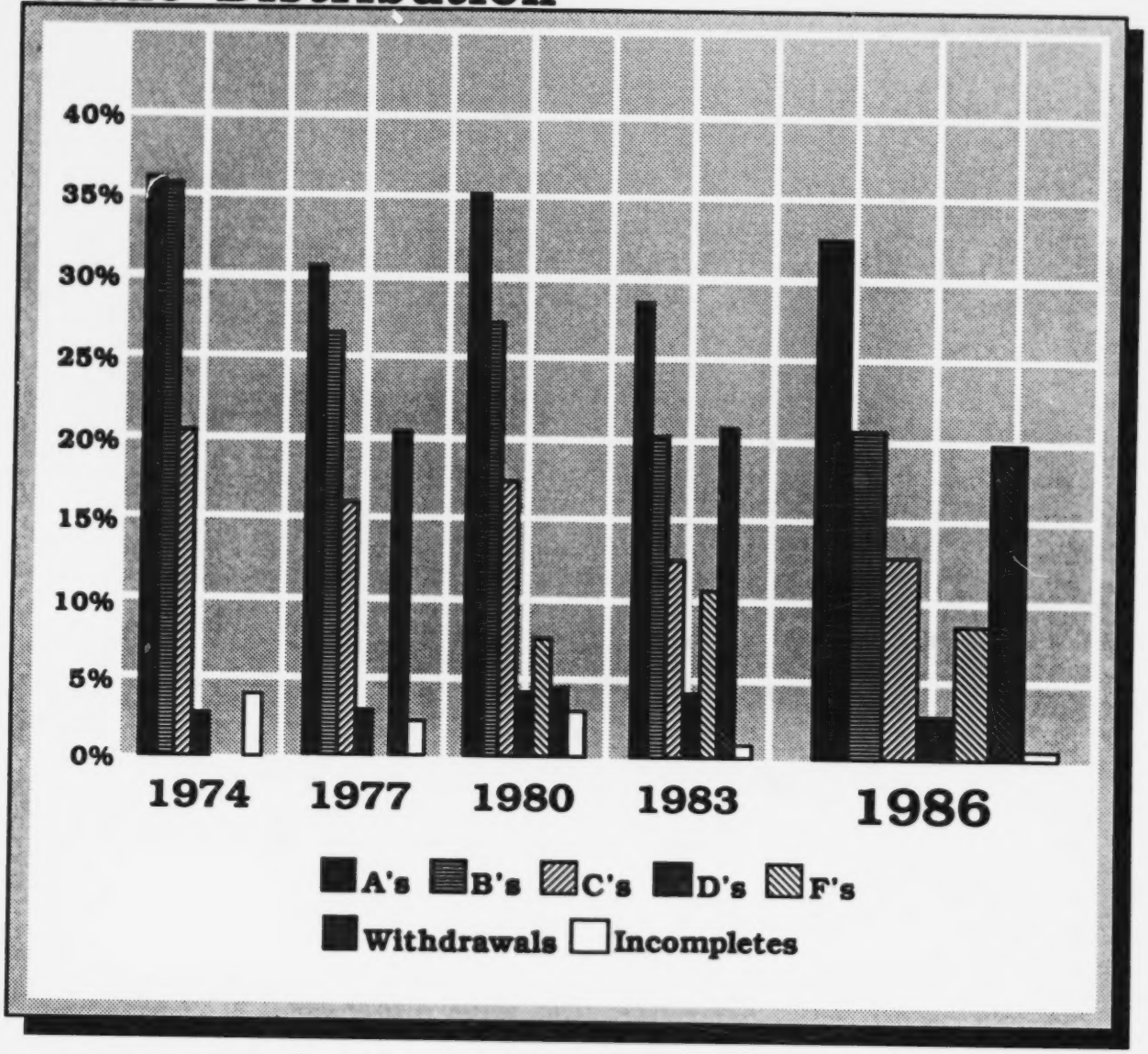
Some additional factors have also influenced the percentage of W's and F's, including attendance and funding regulations, enrollment and drop fees, and the systems by which enrollment and drop fees are collected.

As a result of these factors, displays of grade distributions for the target years do not reveal trends in grading practices so much as they reflect changes in grading policies.

Since 1980, the number of credit only and noncredit grades has steadily increased from 2025 and 162, respectively, to 3066 and 530. Increases in credit-only or noncredit grades are accounted for by increases in the number of Administration of Justice courses, and in the number of college orientation courses.

* The data for W's in 1980 reflects an error in the original recording of the information. Replacement data is unavailable.

Grade Distribution



Year	A	B	C	D	F	W	I	Total	Credit	Non-Credit
1986	33.2% 4185	20.5% 2588	12.8% 1614	3.5% 441	8.8% 1113	20.0% 2521	1.1% 141	12,603	3066	530
1983	28.6% 3613	20.3% 2560	12.6% 1595	4.6 575	11.1% 1401	21.5% 2709	1.3% 159	12,612	1867	221
1980	35.3% 3412	27.3% 2637	17.1% 1654	4.5% 434	7.6% 740	4.6% 445	3.6% 353	9675	2025	162
1977	30.9% 4095	26.2% 3479	16.2% 2150	3.5% 461	0	20.6% 2735	2.6% 350	13,270	0	0
1974	36.6% 3075	36.0% 3018	20.3% 1706	2.9% 246	0	0	4.2% 349	8394	0	0

Source: CCCCD Reports GR03 GR06

Data on Staff

Highlights

As of December 31, 1986, Los Medanos College employed a total of 164 permanent staff and 472 hourly staff, not including student employees. Of this number:

- 15 are managers*;
- 71 are full-time faculty;
- 78 are classified staff;
- 380 are hourly faculty;
- 92 are hourly classified.

Dramatic differences exist among LMC's employee categories in regard to gender and age; consistent similarities exist in regard to ethnicity.

- Males comprise 73% of managers, 71.8% of hourly faculty, 52.1% of full-time faculty, 45.6% of hourly classified and 39.7% of full-time classified.
- at age 51 or over are 60% of the managers but less than 20% of each of the other employment categories.
- Over 80% of all LMC employees are white.
- The largest nonwhite population among staff are Hispanic.

Employees' age and years of service reflect an initial hiring boom and a resurgence of hiring in the last five years.

- Approximately 70% of all staff except managers are in the 31-50 age range; 60% of managers are 51 and older.
- 46.2% of the classified staff, 26.8% of the faculty, and 13.3% (2 people) of the managers have been hired in the last five years.
- 60% of the managers, 50.7% of the faculty, and 29.5% of the classified staff have between 11 and 15 years of service in the district.

* The management count includes one manager on sabbatical leave and three managers with shared assignments at the three colleges in the District (Bookstores' General Manager, Director of Facilities Maintenance, and Captain of Police Services).

Staff Ethnicity

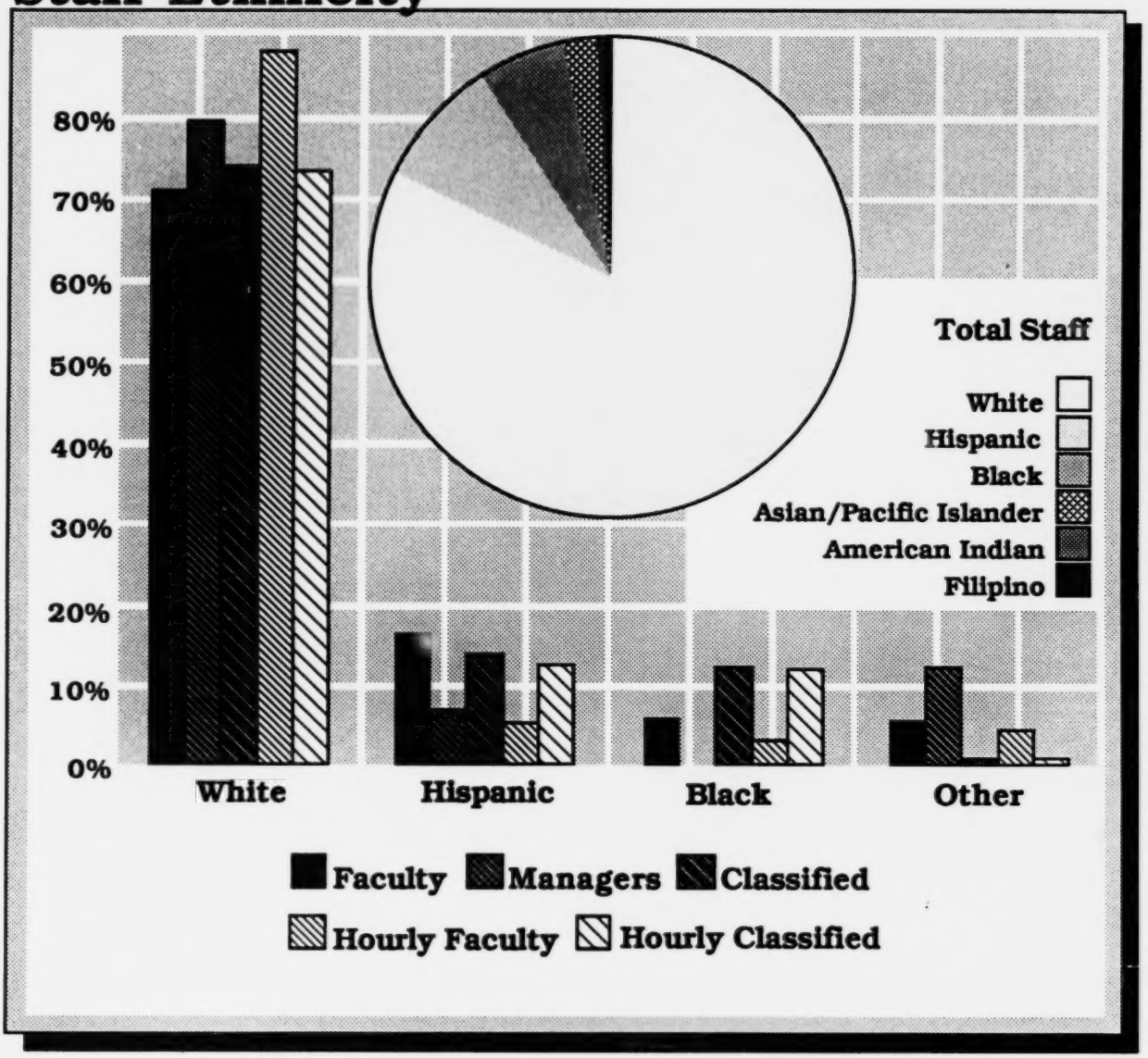
First, a warning: the numbers of people in each category on the opposite table are sometimes so small as to be misleading when reported as percentages. Any interpretation of this data should take into account actual numbers of people as well as percentages. One Filipino faculty member, for example, translates to 1.4% of all faculty. An increase of one Filipino person would double that percentage figure.

Over 80% of LMC's employees are white. Compared to managers and classified staff, full-time faculty are the most ethnically diverse. Yet slightly more than 70% (50 people) of those faculty are white, less than 6% (4 people) are Black, 18.3% (13) are Hispanic, 4.2% (3) are Asian or Pacific Islanders, and 1.4% (1) Filipino. Hourly faculty include all identified ethnic groups, but the ethnic groups total only 11.3% (43) of the staff. The overwhelming likelihood that part-time instructors are white (88.7%) may mean that evening students are not benefiting from exposure to faculty from nontraditional backgrounds. An operating assumption behind this statement is that part-time faculty are more likely to be teaching in the evening program.

Except for managers, Hispanics comprise the largest nonwhite population in each of the job categories. In addition to comprising approximately 18% of the full-time faculty, Hispanic employees account for 14% (11 people) of the full-time classified, 12% (11 people) of hourly classified, 6.7% (1) of managers, and only 5% (19) of hourly faculty.

Among managers, Asians and Pacific Islanders constitute the largest minority group. Remember, however, that two Asian managers calculate to over 13% of all managers.

Staff Ethnicity



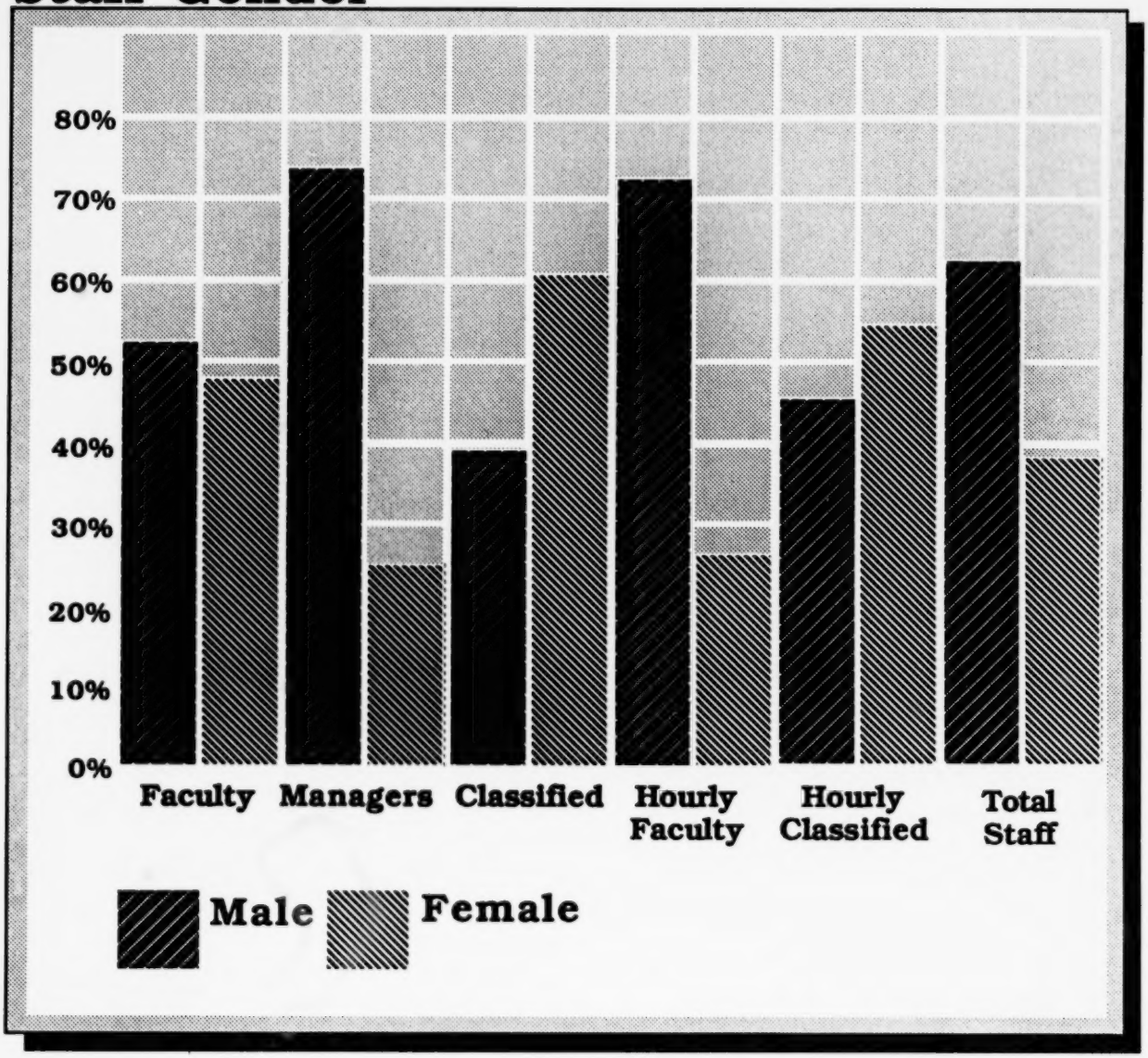
Category	White	Hispanic	Am.Indian	Asian	Black	Filipino	Totals
Faculty	70.4%	18.3%		4.2%	5.6%	1.4%	100%
	50	13	0	3	4	1	71
Managers	80.0%	6.7%		13.3%			100%
	12	1	0	2	0	0	15
Classified Staff	73.1%	14.1%		1.3%	11.5%		100%
	57	11	0	1	9	0	78
Hourly Faculty	88.7%	5.0%	0.8%	1.6%	3.7%	0.2%	100%
	337	19	3	6	14	1	380
Hourly Classified	72.8%	11.9%		3.3%	10.9%	1.1%	100%
	67	11	0	3	10	1	92
Total	82.2%	8.6%	0.5%	2.4%	5.8%	0.5%	100%
	523	55	3	15	37	3	636

Staff Gender

Dramatic differences appear in gender distribution among LMC's categories of staff. 73.3% of managers are male as compared to only 39.7% of the classified staff. Between these two extremes, hourly faculty are predominantly male (71.8%); there is a slightly higher proportion of males than females among full-time faculty. Hourly classified are 45.6% male.

Hourly faculty contrast markedly with full-time faculty in the relative proportion of males and females. Where 47.9% of the full-time faculty are females, only 28.2% of the part-time faculty are females. When considering just full-time staff, the lower the pay and status, the more likely the employees are to be female. The same is true for the two part-time job classifications. Part-time faculty are much less likely to be females than part-time classified.

Staff Gender



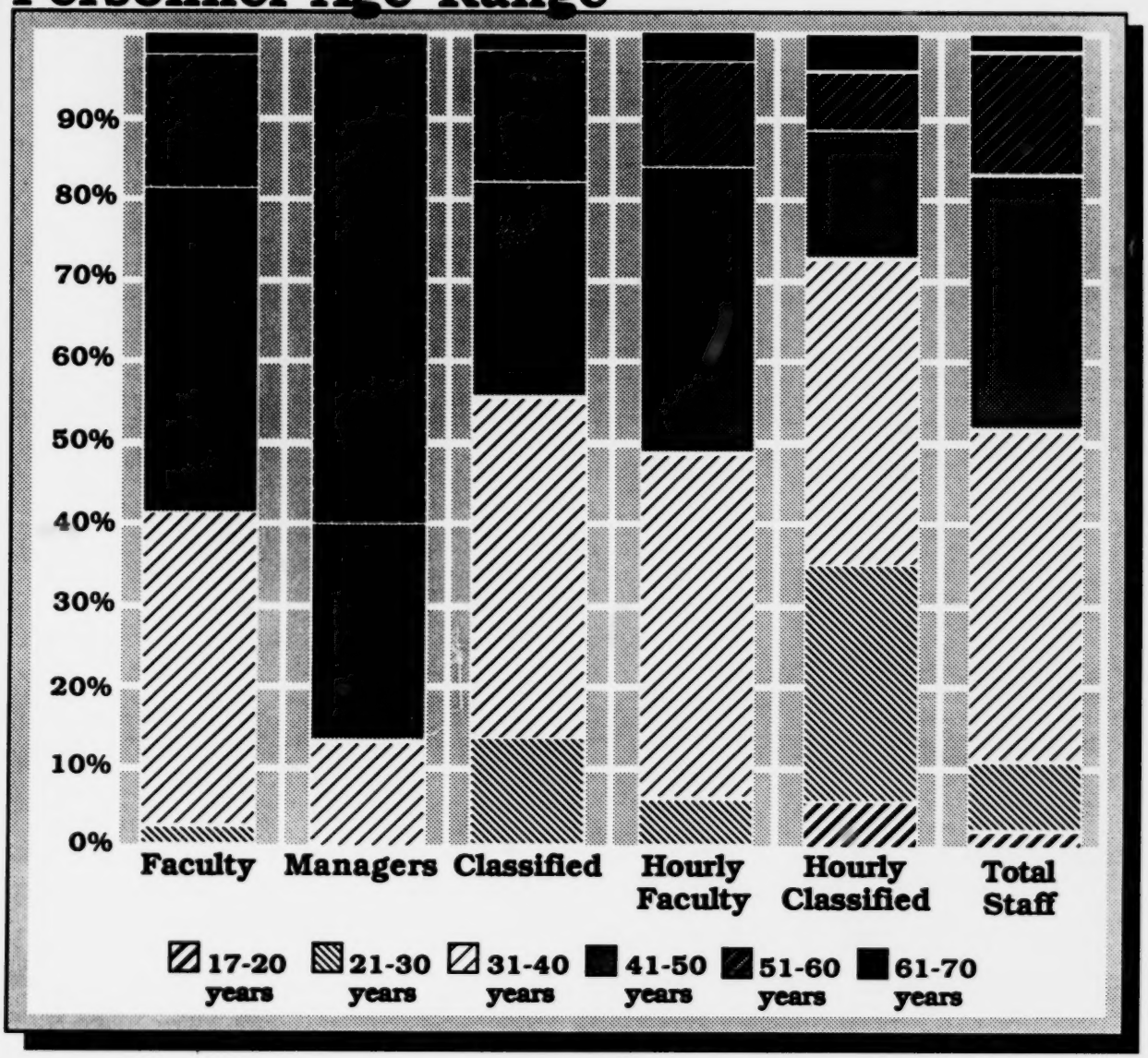
Category	Male	Female	Totals
Faculty	52.1% 37	47.9% 34	100% 71
Managers	73.3% 11	26.7% 4	100% 15
Classified Staff	39.7% 31	60.3% 47	100% 78
Hourly Faculty	71.8% 273	28.2% 107	100% 380
Hourly Classified	45.6% 42	54.4% 50	100% 92
Total	61.9% 394	38.1% 242	100% 636

Personnel Age

Nearly 80% of the full-time and part-time faculty are between the ages of 31 and 50. Of those in this age range, full-time faculty are evenly split between the 31-40 and 41-50 groups, whereas their part-time colleagues in the same age range are more likely to fall into the 31-40 range than the 41-50 range. The largest group of full-time and part-time classified staff are also in the 31-40 age range. Managers tend to be older, 60% are in the 51-60 age range.

Thus, managers tend to be the oldest of the staff categories, faculty the next oldest, hourly faculty next, then classified staff, and youngest, hourly classified. There is considerable range in ages of staff in each category, however. Except for managers, all categories show employees in each age range.

Personnel Age Range

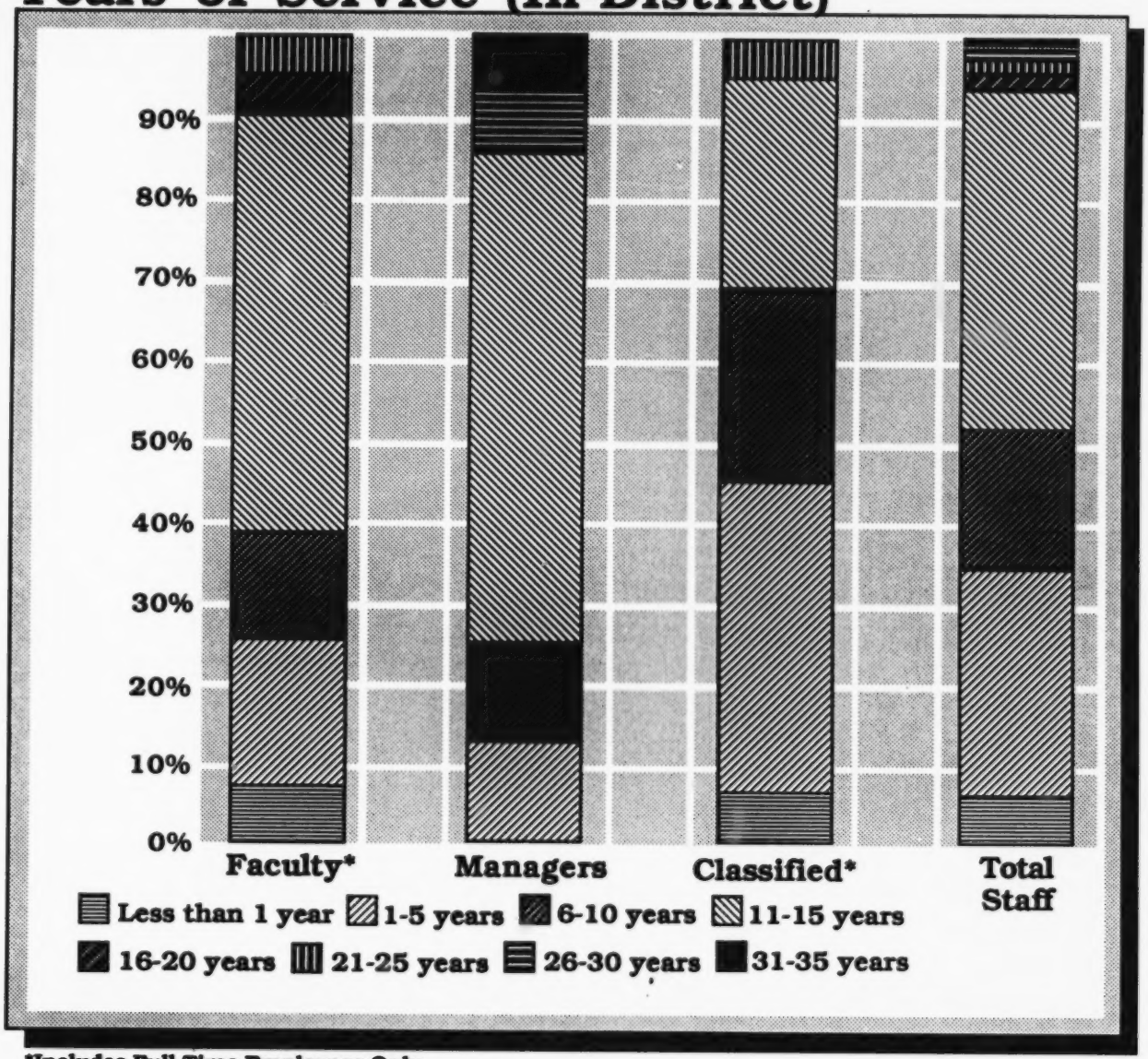


Category	17-20yrs	21-30yrs	31-40yrs	41-50yrs	51-60yrs	61+ yrs	Totals
Faculty		1.4%	39.4%	39.4%	18.3%	1.4%	100%
	0	1	28	28	13	1	71
Managers			13.3%	26.7%	60.0%		100%
	0	0	2	4	9	0	15
Classified Staff		14.1%	42.3%	24.4%	17.9%	1.3%	100%
	0	11	33	19	14	1	78
Hourly Faculty		6.3%	42.6%	34.8%	13.4%	2.9%	100%
	0	24	162	132	51	11	380
Hourly Classified	6.5%	28.3%	36.9%	17.4%	6.5%	4.4%	100%
	6	26	34	16	6	4	92
Total	0.9%	9.7%	40.8%	31.3%	14.6%	2.7%	100%
	6	62	259	199	93	17	636

Years of Service

Figures regarding full-time employees' years of service in the district reflect the initial hiring boom in all categories in the college's first few years and a less dramatic, but still discernible resurgence of hiring of faculty and classified staff in the last five years. The college first hired employees in 1973. Thus, 60% of managers, 50.7% of faculty, and 29.5% of classified staff have accumulated between 11 and 15 years of service in the district. Approximately 27% of faculty and 46% of classified staff have five or less years of service.

Years of Service (In-District)



*Includes Full-Time Employees Only

Category	Less than 1yr	1-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	21-25 yrs	26-30 yrs	31-35 yrs	Totals
Faculty	8.5%	18.3%	12.7%	50.7%	5.6%	4.2%			100%
	6	13	9	36	4	3	0	0	71
Managers		13.3%	13.3 %	60.0%			6.7%	6.7%	100%
	0	2	2	9	0	0	1	1	15
Classified Staff	7.7%	38.5%	23.1%	29.5%		1.3%			100%
	6	30	18	23	0	1	0	0	78
Total	7.3%	27.4%	17.7%	41.5%	2.4%	2.4%	0.6%	0.6%	100%
	12	45	29	68	4	4	1	1	164

Data on Programs & Services

Highlights

Student services at LMC offer a diversity of programs, activities and services for current and potential students. The three services highlighted, counseling, job placement and financial aid, were identified as being those services that most students seek while at LMC.

In addition to the services highlighted, LMC offers the following:

- child care;
- services for disabled students, veterans, and re-entry women;
- student activities, including clubs and participation in college governance;
- new student orientation;
- career and study skills analysis.

The implementation of college fees in 1987 saw an increase in students seeking financial assistance which led to program changes in financial aid and counseling.

- In 1986, 84% of students making appointments also kept them, resulting in increased educational planning.
- Changes in state and federal financial aid regulations have impacted drastically on both loan and grant recipients. Since 1983, the number of loans disbursed has declined.
- In the fall of 1986, a need analysis system was implemented to determine the eligibility for receiving a loan. As a result, the number of grants disbursed has nearly doubled since 1983.
- Job placement services saw a tremendous change in placing students on-campus as compared to off-campus employment.
- In 1985, nearly ten times as many students were employed on-campus since 1981, when data was first collected.
- There has been a gradual decline of students placed off-campus since 1983 (62% placed in 1983 and 24% in 1985), even though there has been a steady increase in off-campus inquiries since 1981 (1,156 inquiries in 1981 and 1,687 inquiries made in 1985).

Counseling Services

Counseling Services at LMC are organized to provide a systematic program of services designed to meet individual and group needs. Individual counseling is a major service provided to students.

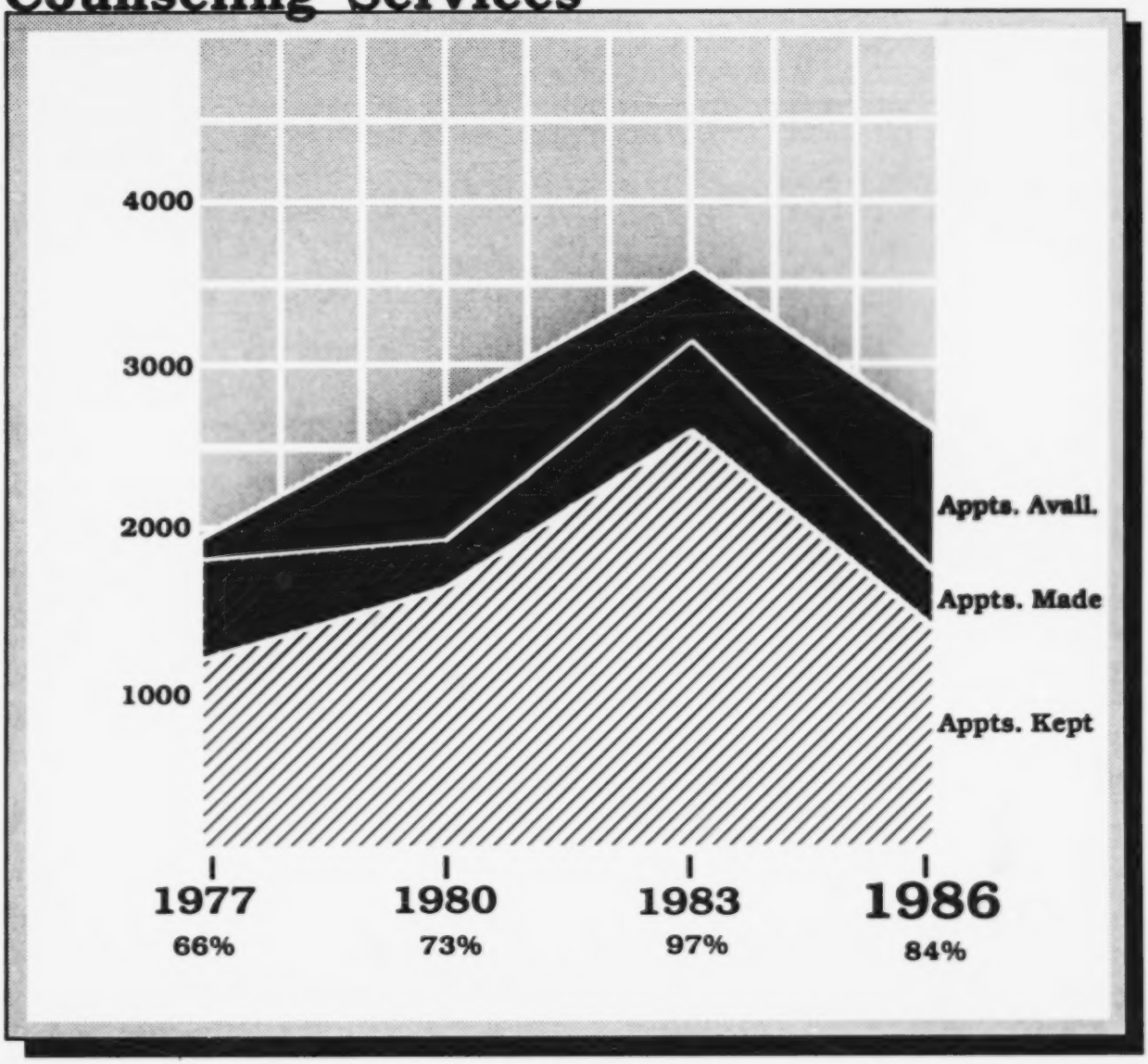
Counseling is not mandatory for the majority of LMC's student body. For those students receiving financial aid, on academic or progress probation, and veterans with 30 units +, educational plans and clearance forms are developed through individual counseling sessions. Other students select a counselor to assist in academic, vocational and personal concerns.

The chart and graph represent utilization of 1/2-hour available counseling sessions with regards to the number of appointments made and kept. For various reasons, some students do not follow through with appointments made. Few students actually cancel appointments.

In the fall of 1986, there was a decline in 1/2-hour appointment utilization (65%) by students compared to past years (see Appointments Made column). However, of those appointments made in fall 1986, 84% (Appointments Kept column) were kept by students. Fall 1983 shows both a high utilization of appointments made (89%) and kept (97%).

The last column suggests the probable percentage of LMC students who utilize the Counseling Center for 1/2-hour appointments. Many students are part-time students enrolled in one or two classes and do not frequent the Counseling Center. In addition, between fall 1983 and fall 1986, several other services were implemented to assist students on a group basis (i.e., orientation sessions and career/skills development courses). These new services have therefore had some impact on students utilizing the Counseling Center on an individual basis.

Counseling Services



Semester	Appointments Available	Appointments Made	Appointments Kept	Total LMC Students	Utilization
Fall 1986	100%	65.0%	84.0%		28.0%
	2658	1737	1463	6167	
Fall 1983	100%	89.0%	97%		58.0%
	3536	3148	3066	5463	
Fall 1977	100%	95.0%	66%		36.0%
	1925	1831	1215	5067	

Appointments Available are tallied in 1/2-hour appointments depending upon each counselor's teaching and counseling load assignment. **Appointments Kept** identified actual 1/2-hour appointments kept by students. This number, however, does not reflect appointments made and kept by individual students. **Total number of LMC students** are those enrolled in semester-length credit classes as for first census.

Source: CR21

Student Job Placement

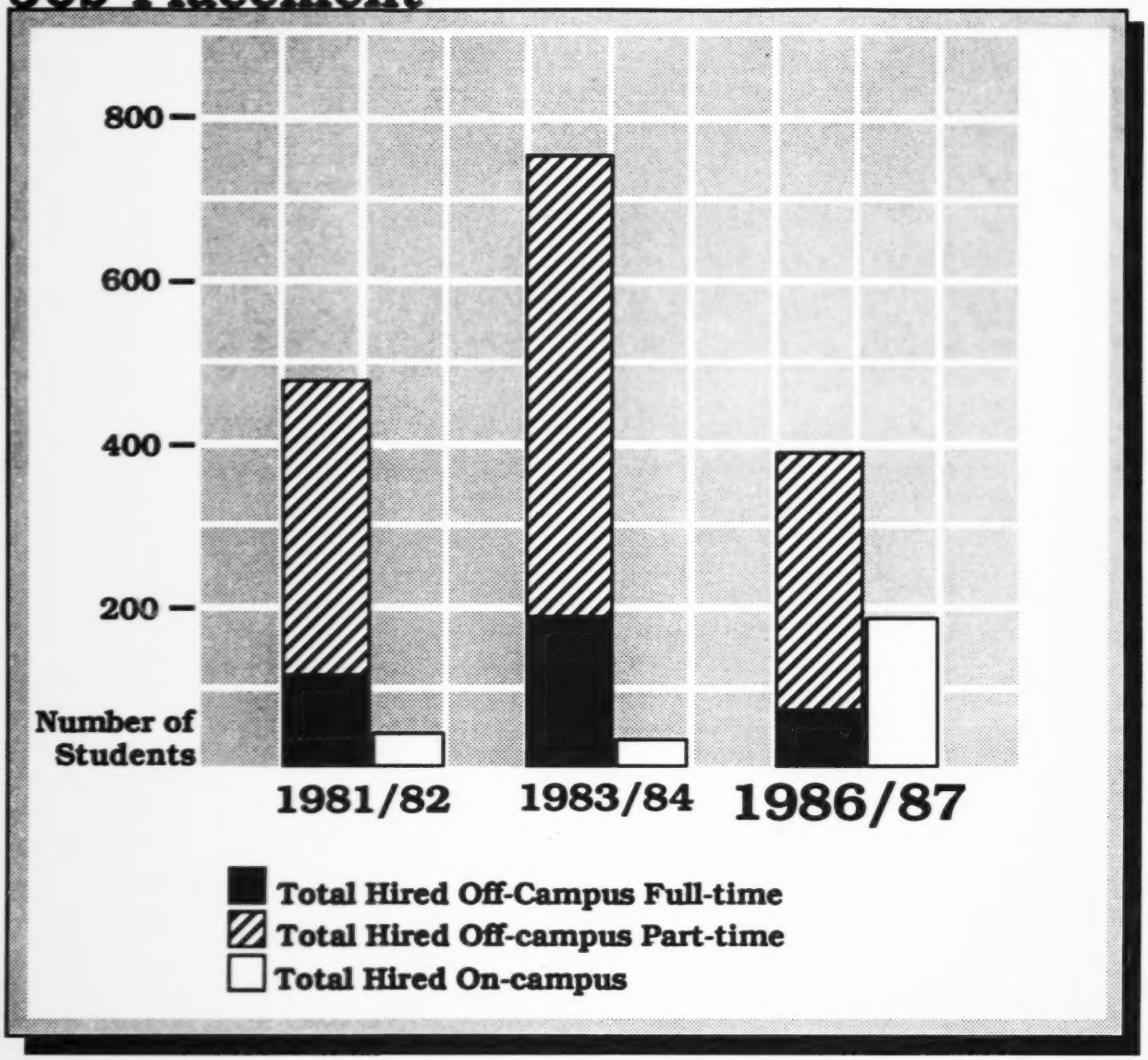
Job Placement Services at LMC assists students seeking employment both on and off campus. All on-campus employment is part-time, while off-campus employment is available either part-time or full-time.

The Job Placement Center is just one of several ways to receive assistance with employment. Some job placement is also conducted through vocational programs at the college. The data highlighted in the chart and graph reflect the Job Placement Center's efforts.

In 1985-86, there was a considerable decrease in students hired off-campus since 1983. Nearly 50% less were hired in 1985 than in 1983. Many more students received employment off-campus in 1983-84 than in all other years reviewed. The inquiry data for off-campus employment identifies the number of inquiries made by students with regards to employment opportunities. For example, 42% of all inquiries made in 1981-82 resulted in off-campus employment, while 62% of the inquiries made in 1983-84 resulted in off-campus employment.

There was a definite increase in 1985-86 with on-campus employment than during all previous years. Nearly ten times as many students received on-campus employment in 1985-86 (336) as did students in 1983 (33) and in 1981 (40). On-campus employment has increased substantially, while off-campus employment has declined. In 1985-86, Job Placement Services placed nearly as many students on-campus (46%) as they placed off-campus (54%).

Job Placement



Year	% Hired Off-Campus	Total Inquiries Off-campus	Total Hired Off-campus Full-time	Total Hired Off-campus Part-time	Total Hired Off-campus: % of all Hirings	Total Hired On-campus	Total Hired
1986-87	24.0%	100%			54.0%	46.0%	100%
		1687	78	317	395	336	731
1983-84	62.0%	100%			96.0%	4.0%	100%
		1229	191	572	763	33	796
1981-82	42.0%	100%			92.0%	8.0%	100%
		1156	111	368	479	40	519

Financial Aid Services

Financial Aid Services at LMC is a comprehensive program including grants, loans, scholarships and on-campus part-time employment opportunities. Eligibility for financial aid is determined by a procedure called "need analysis."

The data collected and illustrated in the chart and graph represents the number and types of financial assistance processed by the financial aid office. Therefore, the data represents the number of approved applications for financial aid rather than actual applicants. There has been a steady increase in the number of applications being processed and affirmatively acted upon since 1980. (see Totals Column of the chart).

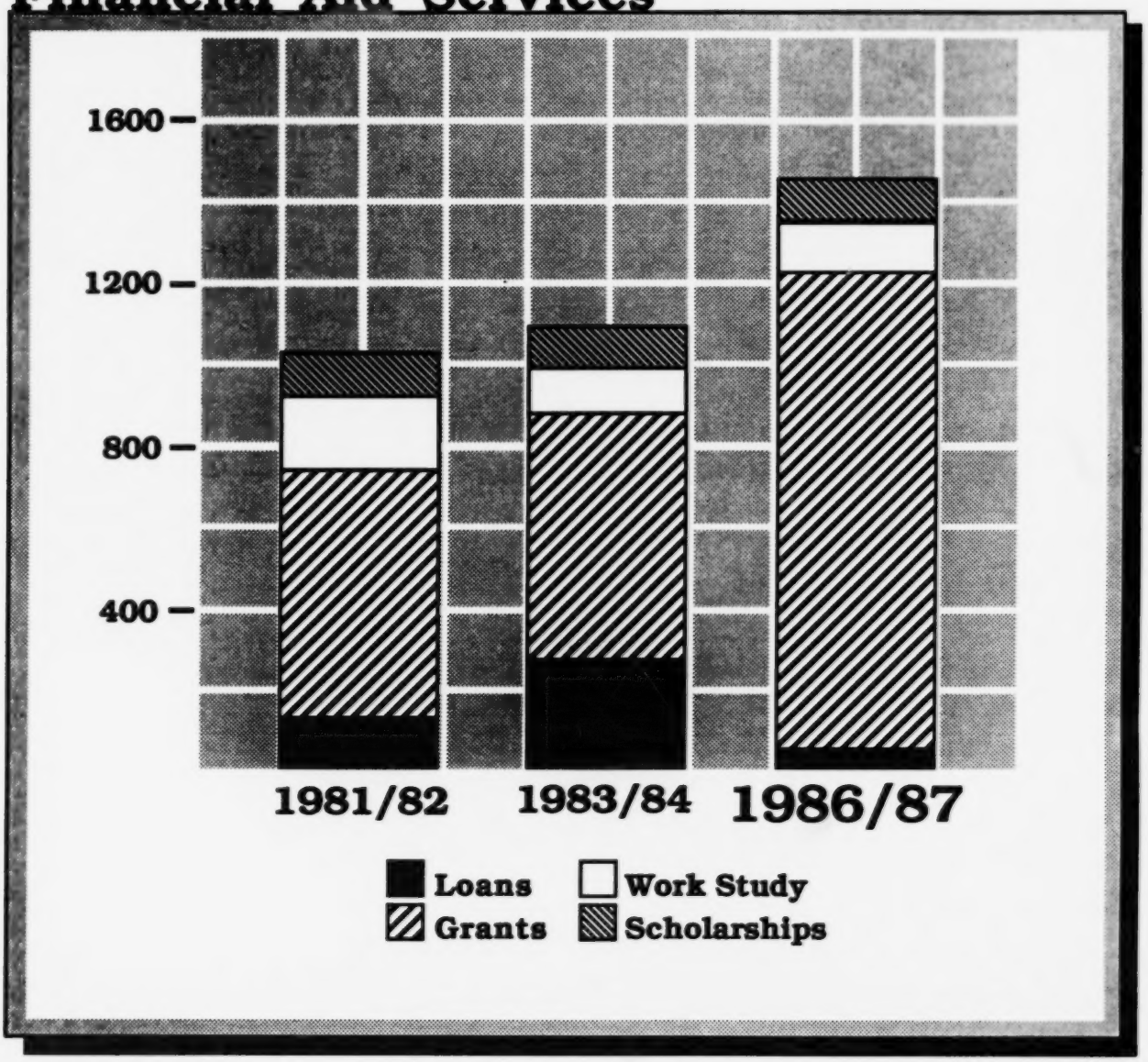
New state and federal regulations, community college fees and student population growth has impacted on grant and loan recipients. Since 1980, grant distributions have nearly doubled, from 610 in 1980 to 1155 in 1986. Loan distributions have dropped considerably since 1983. The first column on the table opposite, Loans, identifies 257 loans distributed in 1983, while in 1986, there were only 57 distributed. The decline has to do with a change in federal regulations requiring a needs analysis being applied to all potential recipients.

Grant recipients seem to out-number loan, work study and scholarship recipients for each of the years reviewed. 79% of financial aid distribution in 1986 has gone to grant recipients. In 1986, scholarship recipients even doubled those receiving loans by two-to-one.

Scholarship processing and distribution has remained steady over the past 6 years. However, work study employment has experienced a gradual decline from 17% of the total financial aid distribution in 1980 to 14% in 1983 and 9% in 1986.

The data collected suggests that new state and federal regulations are having considerable impact upon the types of financial aid being requested and approved. In addition, changes being implemented by LMC (i.e., tuition, support programs such as classes and services designed to increase students' educational and career goals, orientation) also strengthen the financial aid program goals and objectives for serving students.

Financial Aid Services



Year	Loans	Grants	Work-Study Employment	Scholarships	Totals
1986-87	4.0% 57	79.0% 1155	9.0% 139	8.0% 113	100% 1464
1983-84	22.0% 257	54.0% 630	14.0% 159	10.0% 110	100% 1156
1981-82	13.0% 130	59.0% 610	17.0% 183	11.0% 107	100% 1030

Data on Budget & Facilities

Los Medanos College was completed in 1974 at a cost of $20.6 million for land, buildings and equipment.
The college consists of 8 major buildings. Estimated building replacement cost today would be in excess of $26 million. The campus consists of:

- 192,160 square feet of space.
- 26 classrooms encompassing 1109 student stations and occupying 16,354 square feet.
- 30 laboratories encompassing 776 student stations and occupying 34,804 square feet.

The facilities are equipped with a wide range of instructional and support equipment, valued at $2.7 million.

- 49% of this amount is in instructional equipment.
- 32% of this amount is in instructional support programs equipment.
- 19% of this amount is administrative, operations, maintenance and ancillary services equipment.

For the 1985-86 academic year, Los Medanos College operated on a budget of $10.7 million. Of this amount:

- $9.4 million was for unrestricted operating expenditures.
- $1 million was for other categorical services such as community services, staff development, special projects, vocational education, educational opportunity programs, disabled students programs, parking, college work study, and instructional equipment.
- $277,00 was allocated for capital projects such as local construction and deferred maintenance.

Of the $9.4 million in unrestricted operating expenditures:

- $7.8 million was for personnel costs.
- $436,000 for supplies and materials.
- $1 million for other operating expenses including utilities, rentals, and contract services.
- $149,000 for capital outlay.

Facilities

The college was completed in 1974 at a cost of $20.6 million for land, site development, buildings and equipment. Consisting of 8 major buildings, the campus houses 26 classrooms with a total seating capacity of 1,109 students.

To support classroom activities, the college also has 30 laboratories (e.g., chemistry lab, music lab, physics lab, math lab, business lab, biological science lab, welding lab, computer lab, language arts lab, etc.) which can accommodate 776 students.

Of the 192,160 square feet of space on campus, over 51,000 square feet is devoted to student instruction. Campus facilities are used for the child development and physical education programs and for instructional support activities such as counseling, student services, the library, and the media center.

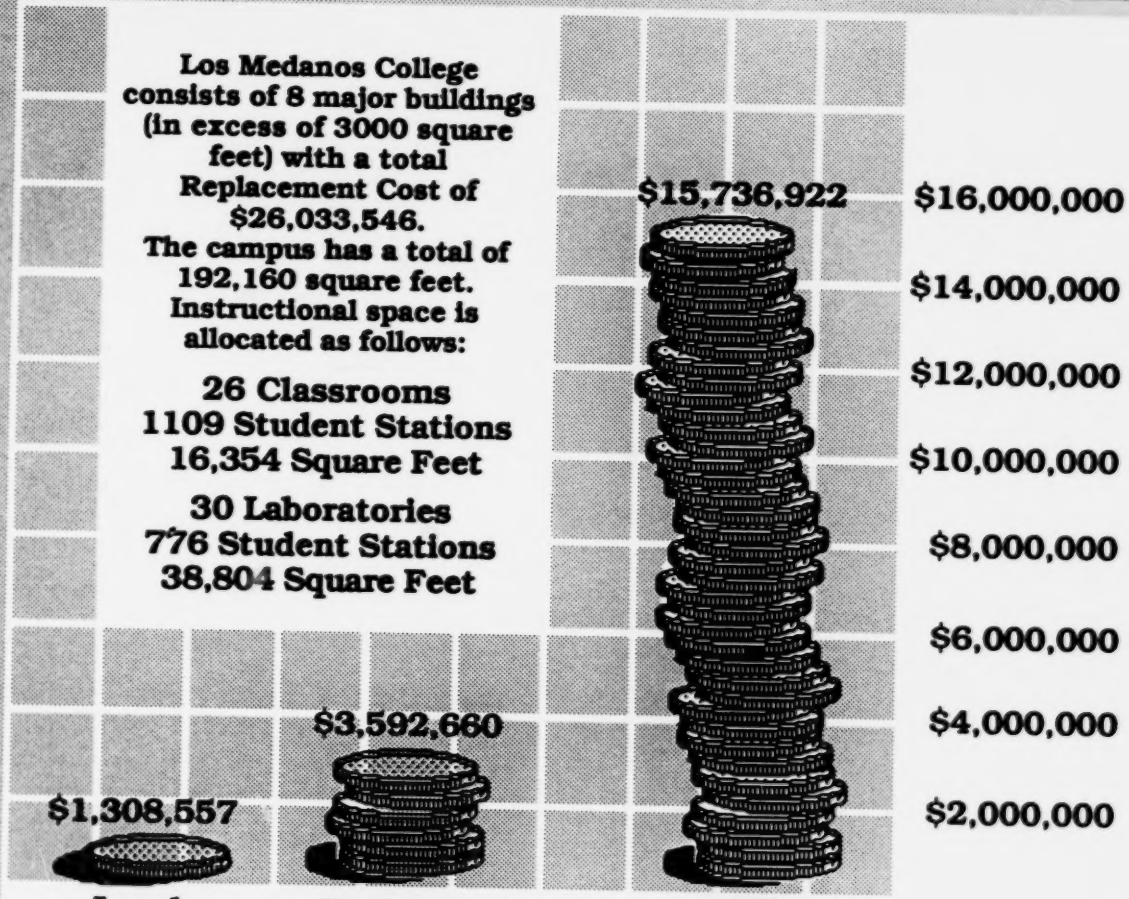
The remaining space is utilized for administrative support, faculty offices, food services, and the bookstore.

Facilities

Los Medanos College consists of 8 major buildings (in excess of 3000 square feet) with a total Replacement Cost of $26,033,546.
The campus has a total of 192,160 square feet.
Instructional space is allocated as follows:

26 Classrooms
1109 Student Stations
16,354 Square Feet

30 Laboratories
776 Student Stations
38,804 Square Feet



Acquisition Cost of Facilities

Equipment

A total of 4854 individual pieces of equipment valued at $2.7 million are in use at LMC. This equipment includes items which cost over $100.00 only and consists of all furniture, as well as specialized equipment (computers, electronic equipment, audiovisual equipment, typewriters and calculators, etc.) unique to individual instructional programs on campus. Of these figures, 49% of the equipment is in use directly for instructional activities. An additional 32% is used for instructional support activities such as the library, media center, counseling, admission and records, financial aid, and career center.

The remaining amounts are split between administrative activities (9%), operations and maintenance (6%), and for miscellaneous campus support programs (4%).

Equipment

The equipment in use at Los Medanos College is valued at $2,695,378. The specific breakdown of this number is as follows:

Listed by Functional Area:

Instructional:
$1,327,981 (2746 items)

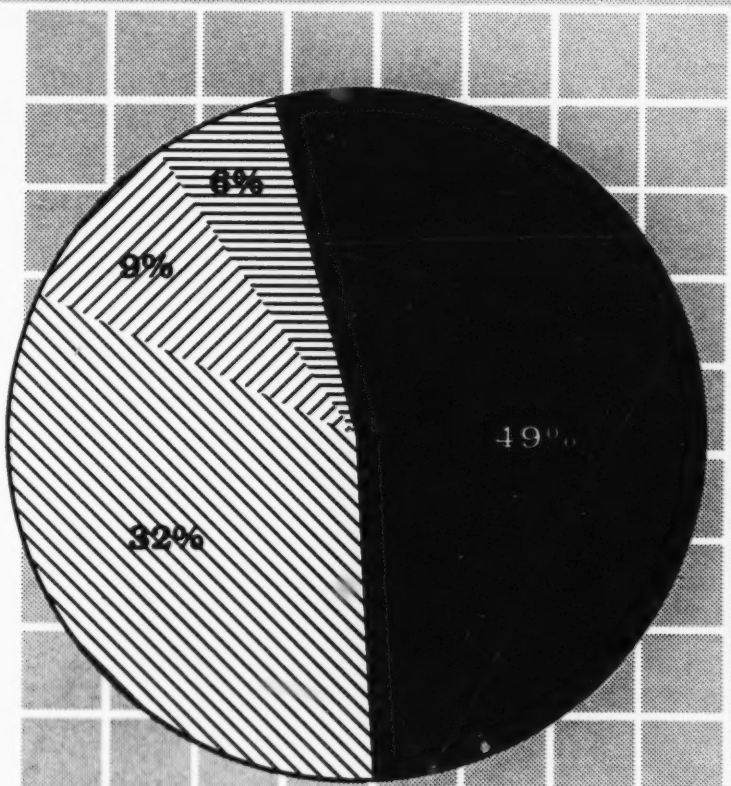
Instructional Support:
$873,371 (1419 items)

Administrative:
$232,517 (242 items)

Operations & Maintenance:
$155,680 (244 items)

Miscellaneous:
$105,829 (203 items)

Total: $2,695,378
(4854 items)



Instructional
Instructional Support
Administrative
Operations & Maintenance
Miscellaneous

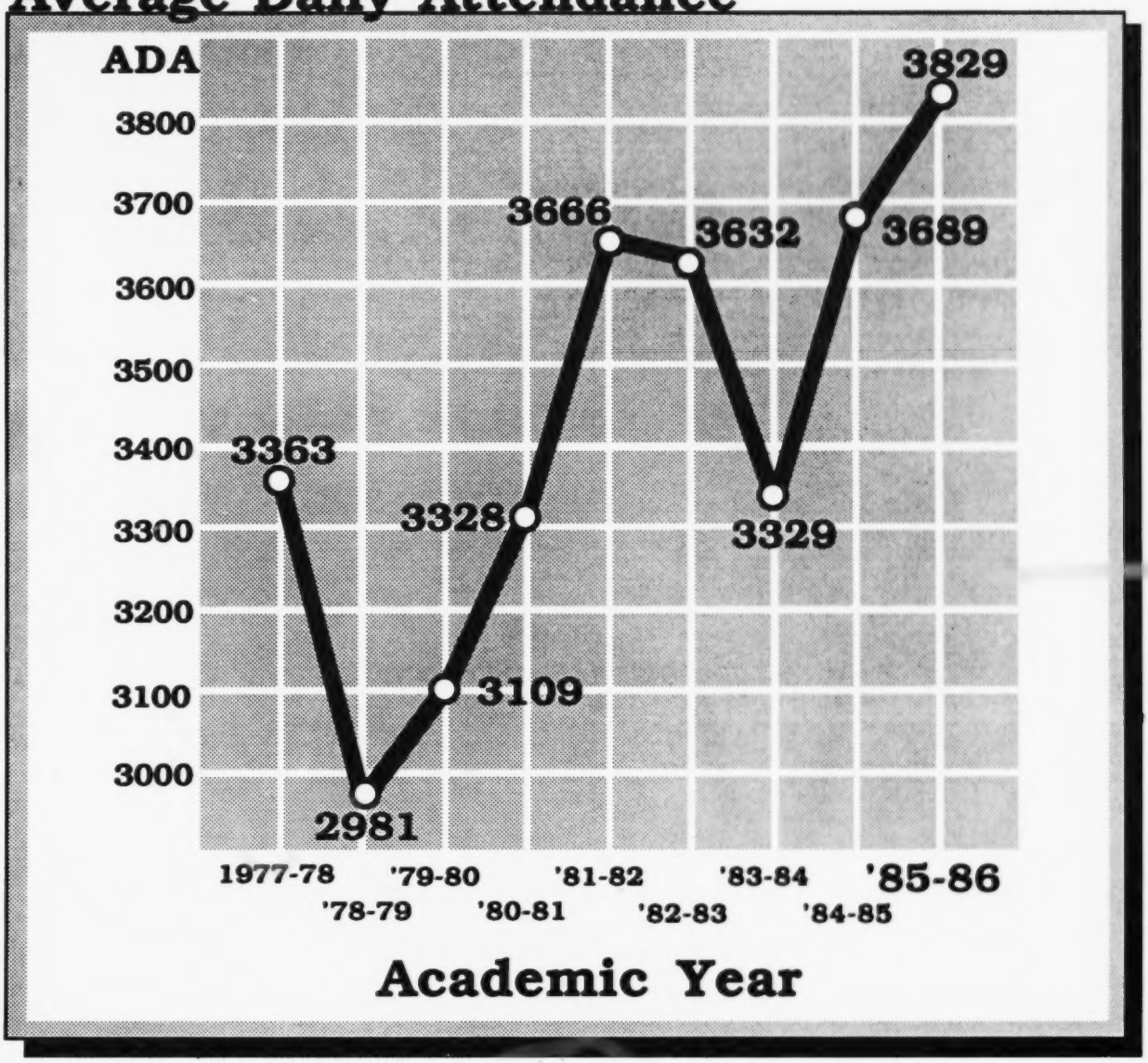
Average Daily Attendance

The principal income source of the college is state apportionment - the money the state pays the college for student attendance (average daily attendance, or ADA). A share of state apportionment is derived directly from local property taxes. These two sources provide about 90% of the Contra Costa Community College District's unrestricted operating fund revenues.

One ADA is equivalent to one student attending full-time for a year. Since its opening in 1974, the college has experienced relatively steady ADA growth. The ADA figures are calculated using a formula which is derived from the number of students enrolled in classes and the hours of instruction. This figure is important for the college, as it is the basis of state funding to the college.

In recent years, a growth cap has been placed on community colleges, such that when ADA reaches a specific level, the state will not provide any funding for ADA which exceeds the cap. The cap was reached in 1986-87, so while increased enrollments are a good sign of growth for the college, they may not necessarily be accompanied by increased funding to support them.

Average Daily Attendance



General Fund and Capital Projects Expenditures

During the 1985-86 academic year, LMC had expenditures of $10.7 million. The majority of these expenditures was in the "unrestricted operating" area. Unrestricted operating expenditures support the basic operations of the college, and include expenditures for staff, supplies and materials, utilities, other operating costs, and capital outlay (which includes purchases of new or replacement non-instructional equipment for the campus).

Other expenditures are categorical in nature, and are for the support of specific programs on campus, such as community services classes, co-curricular trust, staff development (development activities for college instructional staff), special projects (funded by non-district sources), vocational education (to support job-oriented programs), EOPS (to provide money to serve economically and academically disadvantaged students), DSPS (to provide assistance to physically and learning disabled students), parking (expenditures to maintain and expand parking facilities), college work study (to provide campus jobs to low income students), and for instructional equipment to support classroom and laboratory activities.

The Capital Projects Fund includes expenditures for campus construction. Local construction consists of various campus construction projects which may include facilities remodeling. State construction act expenditures for construction projects approved and funded primarily by the state. Deferred maintenance consists of expenditures for major maintenance of campus facilities. Included are painting and repairs or replacement of roofs, electrical systems, mechanical systems, floor surfaces, etc. The state provides 50% of the funds.

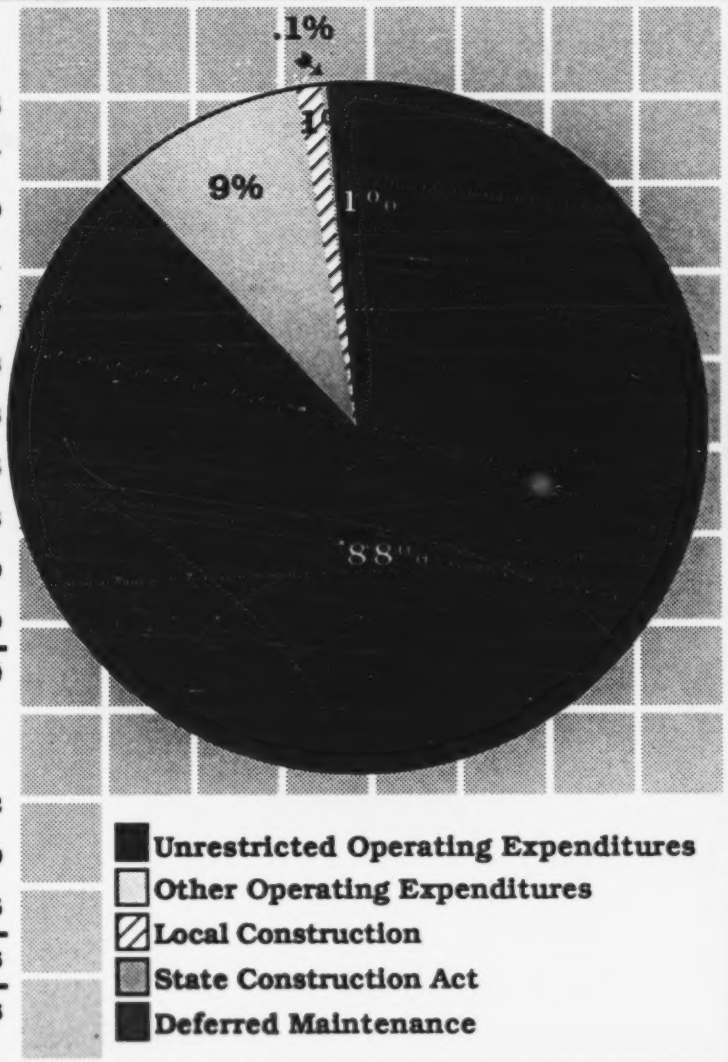
General Fund & Capital Projects Fund

General Fund

FUND	AMOUNT
Unrestricted Operating	$9,461,095
Community Service Classes	$7,717
Cocurricular Trust	$12,430
Staff Development	$9,381
Special Projects	$51,147
Vocational Education	$194,013
EOPS	$[illegible]6,146
DSPS	$128,165
Parking	$208,496
College Work Study	$99,270
Instructional Equipment	$124,870
	$10,452,730

Capital Projects

Local Construction	$123,572
State Construction Act	$15,259
Deferred Maintenance	$138,315
	$277,146
Total	$10,729,876



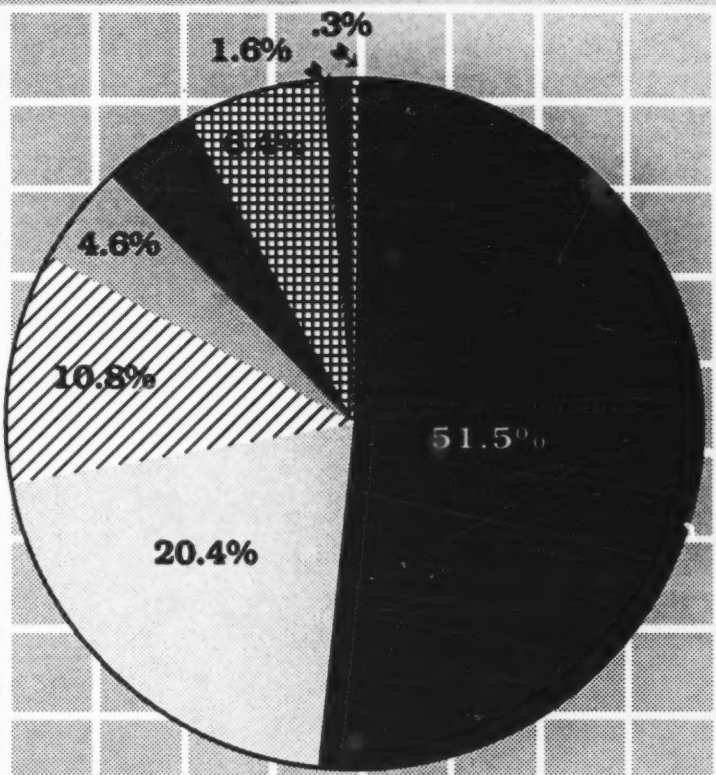
Unrestricted General Fund Expenditures

The greatest single expenditure in this category was for personnel. 51.5% of these expenditures were for salaries of certificated or faculty/management positions, while 20.4% were for classified salaries, which includes all instructional assistants and non-instructional/ management employees. An additional 10.8% represents the cost of employee benefits for both certificated and classified staff.

Supplies and materials to support college operations required 4.6% of unrestricted general fund expenditures, and utilities 4.4%. Rentals, and contract services accounted for 6.3% of general fund expenditures. This catagory includes the rental of both instructional and support equipment, as well as, equipment maintenance contracts, dues and memberships, travel and conference expenses, facilities repairs, cosmetology contracts, and charter transportation costs. Expenditures for new equipment and the replacement of obsolete or broken equipment, primarily non-instructional, required 1.6% of the fund, while the remaining amount was for other outgo.

Unrestricted General Fund

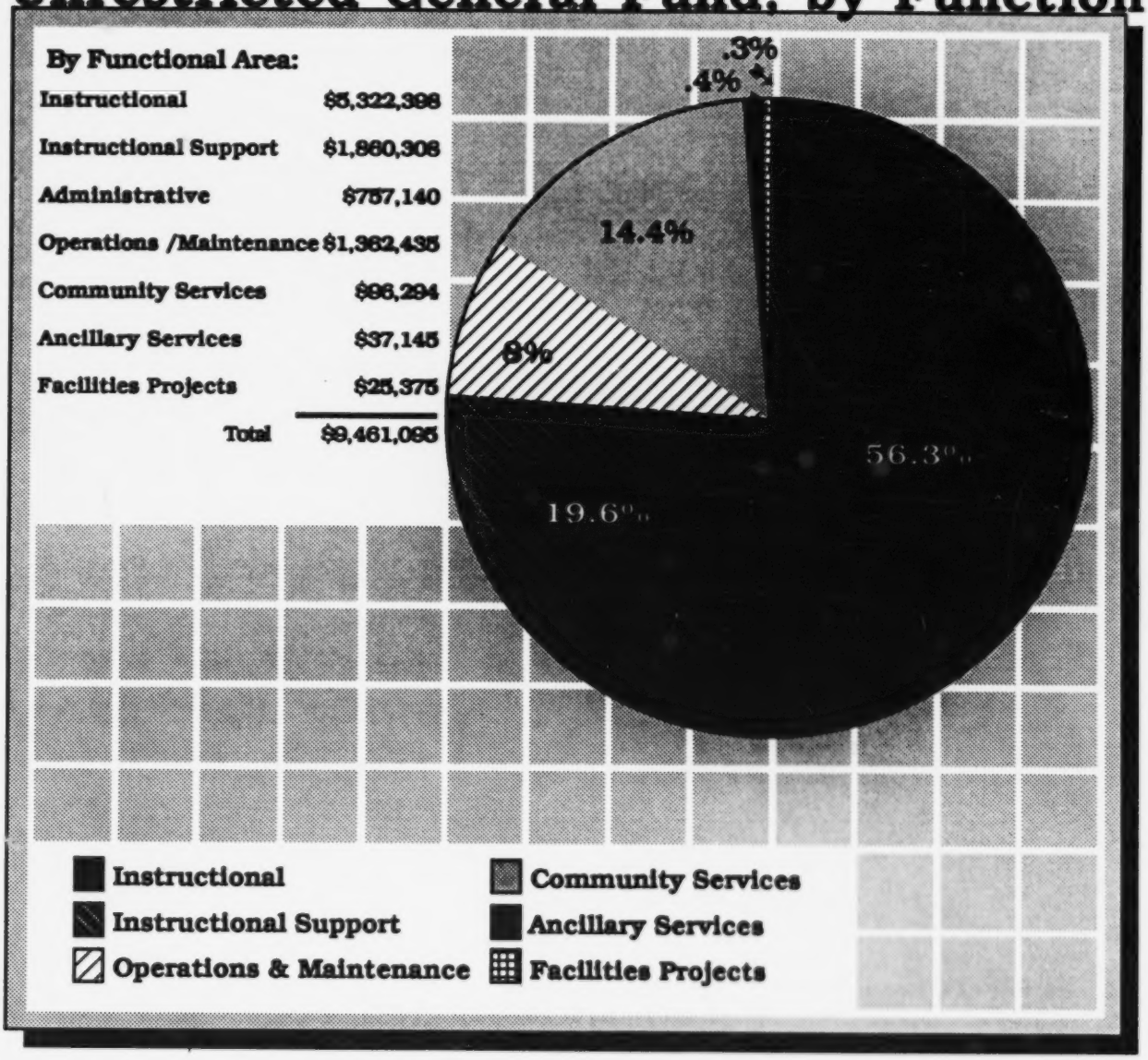
Personnel Costs:	
Certificated Salaries	$4,876,435
Classified Salaries	$1,930,565
Employee Benefits	$1,023,394
Total	$7,830,394
Supplies & Materials	$436,217
Other Operating Expenses:	
Utilities	$417,695
Rentals, Contract Services etc.	$601,348
Capital Outlay	$149,586
Other Outgo	$25,855
Total	$9,461,095



Unrestricted General Fund Expenditures—By Function

The largest percentage of funds expended (56.3%) was for instructional programs. Instructional support activities (library, media, admissions and records, academic administration, financial aid, counseling, etc.) accounted for 19.6% of unrestricted general fund expenditures, adminisrative and general institutional activities (planning, policymaking, research, business services, personnel, police/security, receiving, mail, telephone, and printing services) 8%, operating and maintaining the physical plant 14.4%, community services activities (special classes and campus activities such as workshops and conferences) 1.0%, and the remaining amount was for miscellaneous services and projects.

Unrestricted General Fund, by Function



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